

Role Profile & Person Specification



Job Title: Secondary Phase Lead for English Hub

Responsible to: English Hub Lead

Terms and Conditions: Scale Point L1
3 days per week
This position requires a flexible weekly commitment throughout the academic year.
Required from September 2026

Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

Core Purpose

As a dedicated Secondary Phase Lead at the Wensum English Hub, you will work under the direction of the Hub Lead to drive the successful roll-out of our secondary reading programmes. Your core focus will be supporting secondary schools in developing robust, evidence-based practices for the teaching of reading and reading fluency. Because secondary settings require a whole-school approach, you will specialise in operating across multiple subject teams and departments to embed a consistent reading culture. You will play a vital role in programme delivery, supporting Literacy Specialists (LSs), and ensuring rigorous quality assurance across all secondary literacy activities. As part of your minimum direct delivery requirements, you will conduct approximately five school audits, provide intensive support to one designated partner school, and deliver Medium Level Support (MLS). Furthermore, you will contribute your secondary literacy expertise to the Hub's wider Implementation Plan and assist the Hub Lead in meeting predetermined DfE KPIs.

Role Profile & Person Specification



Role Profile & Person Specification



Key Areas of Responsibility

Secondary Programme Roll-out and Direct Delivery

- Lead the specific roll-out of the English Hub's secondary programmes, ensuring schools develop strong, sustainable practices in teaching reading and reading fluency for older students.
- Navigate and operate across multiple teams and departments within secondary settings to champion cross-curricular reading strategies and disciplinary literacy.
- Conduct a minimum of five secondary school audits to assess and guide whole-school reading provision, fluency interventions, and departmental reading cultures.
- Take direct responsibility for one target Partner school, delivering 6 Literacy Specialist (LS) days of intensive support tailored to their specific reading needs.
- Deliver Medium Level Support (MLS) interventions as required by the Hub's core offer.

Literacy Specialist (LS) Support and Quality Assurance

- Provide ongoing, expert support, coaching, and guidance to Literacy Specialists working within the complex structure of secondary schools.
- Rigorously quality assure all secondary-linked activities to ensure they meet DfE standards, particularly evaluating how reading is supported across different subject areas.
- Model intensive support strategies and fluency interventions to share best practices with LSs, Heads of Department, and partner school staff.

Strategic Contribution and Planning

- Work closely with the Hub Lead, providing clear, phase-specific advice on the unique challenges and opportunities of implementing reading programmes in secondary schools.
- Contribute directly to the secondary reading and cross-curricular elements of the English Hub's Implementation Plan.
- Contribute towards the delivery of the Hubs programme, where needed, by working across Key Stages to support partner schools with embedding phonics and fluency.

Monitoring and Reporting

- Track and prepare operational data and progress information for predetermined Key Performance Indicators (KPIs) relevant to the secondary phase.
- Provide regular feedback and reporting to the Hub Lead detailing the progress of assigned secondary schools, audit outcomes, and the effectiveness of the LS team in driving whole-school literacy.

Role Profile & Person Specification



- Quality assure the secondary teams Literacy Specialist action plans by reading, amending and offering feedback prior to them being shared with schools and leadership

Partnership and Stakeholder Engagement

- Liaise closely with secondary Headteachers, Senior Leadership Teams (SLT), Heads of Department, and external partners to foster strong, collaborative working networks.
- Communicate effectively and professionally with all stakeholders, providing accurate, evidence-based advice regarding secondary reading and fluency in spoken English.

Safeguarding

Respecting confidential issues linked to home/students/teachers/college work and to keep confidence as appropriate.

To keep up to date with the School procedures for safeguarding and child protection, reporting any concerns to the senior designated person.

Health and Safety

Be aware of the responsibility for your personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.

Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development

In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with developments related to school efficiency, which may lead to improvements in the day-to-day running of the English Hub.

Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this role profile.

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown, but in consultation with you, may be changed by the CEO or Board of Trustees to reflect or anticipate changes in the job commensurate with the grade and job title.

Role Profile & Person Specification



Person Specification

	Essential	Desirable
Personal Attributes	<ul style="list-style-type: none"> ● Relational ● Self-aware ● Curious ● Accepting ● Empathetic ● Reflective ● Excellent communication and interpersonal skills ● A professional manner and high level of presentation ● The ability to work in an organised way and to be able to prioritise a busy and varied workload ● Ability to understand financial and business management ● An enhanced DBS check is required before taking up the appointment. 	<ul style="list-style-type: none"> ● Able to use own initiative and work alone when necessary
Qualifications	<ul style="list-style-type: none"> ● Degree with teaching qualification ● A high standard of literacy and IT skills. 	<ul style="list-style-type: none"> ● National professional qualification for Middle or Senior Leaders ● Instructional Coaching
Experience	<ul style="list-style-type: none"> ● Experience is essential of Early Literacy in schools including teaching of phonics, early reading, fluency, expression and comprehension. ● Experience of leading staff to support and deliver best practice in phonics, early reading, reading with fluency and expression and developing comprehension ● Experience of operational running of an organisation to deliver against Key performance Indicators. 	<ul style="list-style-type: none"> ● Experience of leading a team ● Experience of offering coaching in the area of best practice phonics delivery

Role Profile & Person Specification



<p>Skills/Knowledge</p>	<ul style="list-style-type: none"> ● The post holder should have a sound knowledge of Ms word, office, Excel and Publisher. ● Demonstrate an understanding of issues linked to confidentiality ● Demonstrate an understanding of customer care 	<ul style="list-style-type: none"> ● Demonstrate an awareness of child protection issues
<p>Other</p>	<ul style="list-style-type: none"> ● The ability to converse at ease with members of the public and provide advice and information in accurate spoken English. ● Hold a full valid driving licence 	