

# Role Profile & Person Specification



<b>Job Title:</b>	Whole School Literacy Co-ordinator
<b>Responsible to:</b>	Principals through the designated member of the leadership team
<b>Terms and Conditions:</b>	Maternity Cover TLR 2A (2 hours per fortnight)

## 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 Responsibilities

### Whole School development

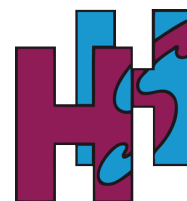
- Leading the development of co-ordinated whole-school policy and practice in developing students' literacy skills, with particular focus on disadvantaged students and the improvement of students' lexicon
- Evaluating the teaching of literacy across the school and supporting department with both delivery and scheme of work design as appropriate
- Leading staff training on literacy, including contributing to the school's Induction Programme for new staff and leading Staff Development sessions
- Advising and supporting Heads of House in developing literacy activities that can be used in tutor time
- Contributing to school self-evaluation processes by evaluating literacy programmes and the effect they have on student progress
- Raising the awareness of, and participation by students, in national and local literacy events, working in conjunction with the English department
- Effectively managing the literacy budget and resources to ensure value for money
- Line management of the school library and librarian(s)

We are part of...

**WENSUM**TRUST

FOR CHILDREN, FAMILIES AND COMMUNITIES

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## **Intervention and Support**

- Liaising with the SENCO to implement effective “catch-up” programmes for students in Year 7 who have low-level literacy skills
- Analysing student scores on entry in Year 7 and advising curriculum area leaders on specific literacy issues and how they can be addressed
- Ensuring students have opportunities to develop key literacy skills e.g. handwriting and spelling, outside of curriculum time

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.

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## Person Specification

	Essential	Desirable
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Relational</li> <li>• Self-aware</li> <li>• Curious</li> <li>• Accepting</li> <li>• Empathetic</li> <li>• Reflective</li> </ul>	
<b>Qualifications</b>		Has undertaken CPD or engaged with research on the subject of disciplinary literacy
<b>Experience</b>	Experience of delivering high quality literacy within their own subject area	<p>Experience of working across departments</p> <p>Experience of leading CPD to a group of staff</p> <p>Experience of designing and evaluating a development plan</p>
<b>Skills/Knowledge</b>	<p>Knowledge of how to use data in order to target and intervene with pupils to raise attainment</p> <p>An ability to motivate Staff</p> <p>A knowledge and understanding of monitoring and evaluation procedures</p> <p>An ability to manage resources</p> <p>Ability to communicate effectively, both orally and in writing, with a range of audiences.</p> <p>Ability to use ICT to facilitate learning and for effective management and administration.</p> <p>Ability to work under pressure and to deadlines.</p>	