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| **Job Title:** | **Secondary Lead Practitioner: Literacy** |
| **Location:** | **Trust Secondary School** |
| **Salary Range:** | **L6 – L10** |
| **Reports To:** | **Director of School Improvement** |
| **Job Purpose** | |
| **Responsible for:** developing a Trust literacy vision and expectations; together with a Trust improvement and implementation plan that supports a literacy rich curriculum, delivers teaching and learning improvement activities that drive improved literacy levels.  **Job purpose:** The key purpose of the Lead Practitioner for Literacyis to:   * Effect literacy improvement in the Trust secondary schools, with a focus on embedding disciplinary literacy within the curriculum. * Lead on the review and design of literacy curriculum provision * Monitor and quality assure literacy standards and provision within departments across the 3 secondary schools within the Trust * Develop literacy resources for Key Stage 3 and 4 to ensure effective literacy practice is embedded into teaching and learning practice. * Develop a Trust literacy policy that embeds high quality delivery of subject specific and learning vocabulary, oracy, reading and writing in all subjects. * Lead the coordination of literacy improvement strategies and intervention programmes with a particular focus on students with literacy barriers and disadvantaged students (Lower Ability, SEN and PP) that improve standards of student literacy skills, curriculum access and outcomes * Play a leading and highly visible role in the improvement of teaching and learning of literacy within subjects with high literacy content, ensuring high standards of teaching, learning and achievement. | |

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| **Main Responsibilities and Duties** |
| **Core Duties**   * To collaborate as a member of the Trust Standards Team in order to build and realise the shared vision of excellence and high standards for all pupils. * To raise literacy standards across our schools * Support the school Literacy leads and co-ordinate actions and initiatives across the curriculum to improve the standards of reading, writing, speaking and communication. * To build a sustainable capacity of teachers and leaders to improve the standards of literacy in all Trust schools * To lead the development and implementation of literacy rich curriculum, resources, schemes of work, marking policies, assessment and teaching strategies * To support each school Catch-Up strategies to improve levels of reading, writing, speaking and communication and target pupils for additional interventions and support. * To liaise with Primary Schools with reference to literacy and the standards of reading, writing, speaking and communication of pupils on entry. * To develop and oversee the implementation of the Trust’s Literacy Policy and monitor its impact across the curriculum. * To develop Trust wide extracurricular literacy initiatives * To ensure that the literacy knowledge of staff across the Trust is exemplary. * To ensure high quality teaching and learning across the Trust. * To develop a robust literacy improvement plan that becomes infused in our academies. * To account for improved literacy performance in line with Trust procedures. * To research best practice and lead the staff in CPD which enhances outcomes for students * To provide the CEO with relevant and accurate information relating to literacy standards, improvements within identified departments across the Trust’s secondary schools. * To support and participate in the work of the VALT in curriculum development, as appropriate.   **Associated Duties**   * Engage actively in the appraisal review process, addressing targets by agreed timescales. * To collaborate as a member of the Standards team in order to build and realise the shared vision of excellence and high standards for all pupils. * To provide the CEO with relevant and accurate information relating to the literacy performance and development. * To support and participate in the work of VALT, including subject groups as appropriate. * To agree challenging literacy targets, including pupil achievement targets, ensuring rigorous monitoring, evaluation and review of progress towards these through improvement plans. * To ensure high quality teaching and learning that develops student’s literacy skills in the departments, following the Trust policy for self- evaluation and review. * To ensure all departments effectively implement agreed literacy Trust strategies. * To lead on effective use of cross Trust and external moderation of pupil work to review impact of literacy teaching and learning, improvement strategies in order to determine next steps.   **Teaching**  Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly   * Undertake an appropriate allocation of English teaching. * To attend all appropriate meetings. * To plan and prepare courses and lessons in line with Trust policy. * To ensure departments teach pupils literacy according to their educational needs, including the setting and marking of work to be carried out by the pupil in the Trust. * To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils. * Ensure ICT, Literacy, Numeracy and SMSC are reflected in the teaching/learning experience of pupils. * To undertake assessment of pupils as requested by external examination bodies, subject area and Trust procedures.   **Management of Resources**   * To manage the available resources of space, staff, budget and equipment effectively within the policies and procedures of the Trust. * To ensure the Trust health and safety policies and practices, including risk assessments, throughout the department are in line with legislation and are updated where necessary |

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| **General Responsibilities and Duties** |
| * Uphold the values of Vision Academy Learning Trust, modelling exceptional leadership with high expectations for all, deep reflective practice, a focus on improving schools at all levels and professional engagement with Heads, middle leaders and VALT employees. * Actively support the Heads and senior leaders of Vision Academy Learning Trust secondary schools and develop the talent of Vision Academy Learning Trust staff * Develop new partnerships and relationships that will benefit Vision Academy Learning Trust schools * Be an active and effective contributor to the Vision Academy Learning Trust Central Team and when instructed by CEO, contribute to Board meetings * Ability to provide leadership to governors, Head Teachers and teachers on raising standards of literacy that improve the quality of teaching, management and leadership in schools. * Develop effective communication to influence strategic direction and operational objectives * To promote equal opportunities and celebrate diversity in all aspects of the Trust. * To play a full part in the life of the Trust community, to support its distinctive aims and ethos and to encourage all staff and pupils to follow this example. * To actively promote the Trust’s corporate policies. * To comply with the Trust’s Health and Safety policy and undertake risk assessments as appropriate. * To adhere to the Trust’s safeguarding policy and procedures. * To adhere to the Trust’s Dress Code. * To promote equal opportunities and celebrate diversity in all aspects of the Trust. * To undertake any other duty as specified by the School Teachers’ Pay and Conditions Document (STPCD) not mentioned in the above. * To contribute actively towards the formulation of all Trust policies and procedures, ensuring their consistent implementation. |

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| **Supervision and Management** |
| The post holder will be line-managed by the Director of School Improvement |
| **Problem Solving and Creativity** |
| The post holder will be required to:   * provide advice and deliver challenge on a range of Literacy improvement activities and issues that often require high-level problem solving skills and innovative, creative solutions; * Use initiative to solve a wide range of issues; e.g. providing creative responses to new developments in literacy that will improve learning and teaching and students literacy skills * Propose and enact constructive ways of responding to strategic and operational drivers and work effectively across the Trust on the ongoing development and delivery of literacy activity to meet the needs of students and curriculum areas * Take strategic responsibility for promoting innovation in literacy learning and teaching * Identify and work with others at a senior level to identify opportunities and strategies for improving the literacy learning experience of students. |
| **Dimensions** |
| Vision Academy Learning Trust is a Multi-Academy Trust of 8 schools across the age range from Nursery to  Sixth Form. The Trust includes a Teaching Schools.  The Executive Team comprises of the Chief Executive Officer, the Chief Financial and Operating Officer, the Director of School Improvement and Subject Directors |
| **Key Contacts and Relationships** |
| CEO, CFOO, Trustees, Headteachers, Local Governing Committees, Department for Education, Ofsted, Local Authorities. |
| **Working Environment** |
| * Work within the normal academic/leadership environment, with office space and use of a PC/laptop workstation. Travel and work from the various sites of the Trust. * Deployment into assigned schools * Work flexibly, including evenings and other out-of-hours requirements; willingness to travel; requirement to undertake such duties as are reasonably expected by CEO and CFOO |
| **Special Notes or Conditions** |
| * The post holder is subject to the provisions of all child protection legislation, and the Trust’s policies governing staff who work with children and vulnerable adults. * The post holder will have the opportunity to make a significant difference to the deliverability of quality education to students across the Trust. * To undertake any other duties commensurate with your grade, and/or hours of work, as may reasonably be required of you. * To take responsibility for upholding and complying with the Trust’s Equality and Diversity policies and for behaving in ways that are consistent with fair and equal treatment for all. * To comply with all Trust’s Health and Safety policies. * Working hours and leave should be considered analogous to those of serving Headteachers |

**Person Specification**

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| **Category** | **Essential** | | **Desirable** |
| **Qualifications** | * Degree * QTS * Recent and relevant subject leadership development training * Demonstration of commitment to ongoing professional development | | * Masters or higher level qualification such as NPQML |
| **Knowledge, understanding and skills** | * Proven and successful English and literacy innovation * Outstanding knowledge of English and literacy education * Proven ability to raise standards * Strong and secure knowledge of proven and sustained literacy improvement strategies * Excellent ability to think and plan strategically and creatively to ensure improvements * Exceptional understanding of all literacy data; ability to analyse forensically and use analysis to inform improvement planning * Excellent ability to effective sequence curriculum that support quality teaching and learning and progress * Excellent ability to produce quality lesson plans and intervention packs that supports pupil understanding, application and progress * Proven experience of quality learning strategies monitoring pupil progress and interventions to raise attainment and progress outcomes * Excellent understanding of the components which comprise outstanding teaching and learning * Strong and effective line management experience * Strong knowledge and understanding of external assessment / examination and reporting measures * Understanding of, and ability to implement rigorous self-evaluation * Ability to staff stringently to account for their performance | | * A good reputation in the field * Innovation outreach to support schools English and literacy progress * SLE |
| **Experience** | * Successful experience of leading and / or providing improvement strategies in a school and / or to other schools * Track record of successfully leading improvements as demonstrated by Ofsted judgments and / or student outcomes over time * Successful leadership of improvement through inspection / external scrutiny processes * Effective development of teams and leaders with impact on standards * Successful challenge of underperforming staff * Leadership of innovation/change management with evidence of positive impact * Leadership of improvement in quality of TLA | | * Ongoing work with a range of external agencies to accelerate improvement |
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| **Interpersonal and communication skills** |  | Excellent written and oral communication skills  Able to present engagingly to a variety of audiences in a range of settings with confidence, accuracy and emotional literacy | |
|  |  | Awareness of the importance of regular and transparent communication with colleagues | |
|  |  | Able to produce high-quality, concise and logical written reports | |