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# English Hubs

## Westgarth English Hub



## LITERACY SPECIALIST INFORMATION PACK

### 2026/7



[www.westgarthprimaryschool.co.uk/westgarth-english-hub/](http://www.westgarthprimaryschool.co.uk/westgarth-english-hub/)



[Englishhub@westgarthenglishhub.co.uk](mailto:Englishhub@westgarthenglishhub.co.uk)



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RECRUITMENT 2026-2027



# WHO WE ARE

Westgarth English Hub is one of only 34 English Hubs across England, appointed by the Department for Education. We are recognised for our expertise in the teaching of reading and for the leading role we play in supporting schools to strengthen their provision for language and oracy, phonics, reading and writing, as well as developing a rich and sustainable reading culture. Our work is driven by a strong moral purpose. We focus particularly on supporting the lowest-attaining pupils, ensuring that every child succeeds, regardless of background, additional needs or ability. We believe that high-quality early literacy teaching is fundamental to equity, opportunity and lifelong learning.

As an English Hub, our support is grounded in the most up-to-date evidence and aligns with the three core aims of the English Hubs programme. We work alongside schools to evaluate, refine and strengthen their practice, building sustainable capacity and confident leadership in literacy. We collaborate with schools through intensive support partnerships, light-touch support and high-quality professional development. Our team of experienced Literacy Specialists bring strong subject knowledge, practical classroom expertise and a commitment to reflective, evidence-informed practice.

Westgarth English Hub supports schools across:

- Darlington
- Hartlepool
- Middlesbrough
- Redcar and Cleveland
- Stockton-on-Tees
- Sunderland



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# EXPECTATIONS AND FUNDING

## Literacy Specialist Base School

Base schools working in partnership with Westgarth English Hub must have the capacity, expertise and commitment to release a Literacy Specialist to deliver school-to-school support over the duration of the programme.

Literacy Specialists are typically seconded from their base school through a flexible agreement, enabling them to work alongside other schools while maintaining strong links to classroom practice.

In addition, there is an opportunity for Literacy Specialists to work with the Hub on a self-employed basis. These individuals will have a strong educational background, hold all relevant qualifications, and bring significant experience in literacy, although they may not be currently employed within a school setting.

All applications must include a supporting statement from the applicant's Headteacher, confirming their commitment to release the member of staff for the required time.

## Time Commitment

**Secondment period:** 1<sup>st</sup> September 2026 – 22<sup>nd</sup> July 2027, subject to agreement with the Headteacher and/or relevant managing party.

**Initial training:** 10<sup>th</sup>–11<sup>th</sup> September 2026.

**Additional training:** Further training dates and details will be shared in advance of the summer break.

## Payment

Schools will receive payment at an SLE day rate of £375 per day, with an additional 0.2 allocation (£75) to cover the completion of associated paperwork for a Literacy Specialist support day. Other Hub activities will be paid at the standard SLE rate, in line with the time worked.

Specialists who are employed by a school/educational body and will continue to be paid through their usual payroll. Self-employed Literacy Specialists will be expected to submit a monthly invoice.

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# APPLICATION PROCESS

## Key Dates

**Expression of Interest:** 20<sup>th</sup> April 2026 – 14<sup>th</sup> May 2026

**Recruitment pack released:** 15<sup>th</sup> May 2026

**Application window:** 15<sup>th</sup> May 2026 – 1<sup>st</sup> June 2026

**Closing date:** 1<sup>st</sup> June 2026 at 12:00pm

## How to apply

Applications must be submitted via email to [REHEnglishhub@westgarthenglishhub.co.uk](mailto:REHEnglishhub@westgarthenglishhub.co.uk) using the provided application template. Please note that CVs will not be accepted.

## Interview Dates

- 18<sup>th</sup> June 2026
- 22<sup>nd</sup> June 2026
- 26<sup>th</sup> June 2026

Applicants should indicate their preferred interview date within their application.

## Selection Process

The selection process will include a written application, presentation, scenario response and interview. Applicants who are shortlisted for interview will be provided with a clear brief outlining the focus of the short presentation to be delivered as part of the interview process.

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# JOB DESCRIPTION

## Purpose of the Role

The Literacy Specialist plays a pivotal role in improving reading outcomes across Key Stage 1, Key Stage 2 and Key Stage 3/secondary phases, working with schools identified as requiring the highest levels of support.

This role is centred on the delivery of evidence-informed practice to strengthen reading provision, ensuring all pupils—particularly those who have fallen behind—develop the skills and confidence needed to become fluent, successful readers. Specialists will work collaboratively with school leaders and staff to evaluate existing provision, provide constructive challenge and support sustainable improvement.

This role is ideally suited to an expert practitioner with a deep understanding of reading development and evidence-informed practice, who can work alongside schools to secure meaningful and sustainable improvements in reading outcomes.

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# JOB DESCRIPTION

## KS1: Phonics Development

Literacy Specialists working within KS1 will support schools to embed high-quality, systematic phonics practice, ensuring fidelity to validated programmes and strong early reading foundations. This includes identifying gaps in provision, modelling effective teaching and supporting staff development to secure consistent, high-quality practice.

## KS2: Reading Fluency and Phonics

At KS2, the focus shifts to addressing gaps for pupils who have not yet secured early reading. Support is tailored following a diagnostic audit of school provision and typically centres on two core strands:

- KS2 Phonics: Supporting targeted teaching for pupils still at the early stages of reading
- KS2 Reading Fluency: Developing accuracy, automaticity and prosody to improve comprehension and reading confidence

Literacy Specialists will use assessment effectively to diagnose need, track progress and adapt support, working closely with staff to model practice, coach colleagues and deliver bespoke CPD.

## KS3/Secondary: Reading Improvement and Fluency

In secondary settings, Literacy Specialists will drive rapid and sustained improvements in reading outcomes, particularly for pupils who require the most progress. The focus is on strengthening whole-school approaches to reading by:

- Developing staff understanding of reading processes and fluency instruction
- Supporting leaders, teachers and teaching assistants to embed consistent, high-quality reading strategies across subjects
- Ensuring reading is prioritised as a key driver of curriculum access and academic success

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# JOB DESCRIPTION

## Key Responsibilities

### Leadership and Representation

- Act as a lead professional, representing the values and principles of Westgarth English Hub
- Promote exemplary practice in reading, including phonics and fluency, across KS1/KS2/secondary phases.
- Act as a credible and influential partner for schools, modelling best practice and driving improvement

### Delivery of Support

- Deliver high-quality training and school support, both virtually and face-to-face
- Provide intensive, in-school support for schools with the highest levels of need, including modelling, coaching and supporting planning
- Work under the direction of the Hub Lead to ensure targeted, impactful support

### Phase-specific delivery includes:

- KS1: Strengthening the delivery of systematic, high-quality phonics provision
- KS2: Supporting targeted phonics intervention and embedding reading fluency (accuracy, automaticity, prosody)
- KS3/Secondary: Improving whole-school reading provision, including fluency and disciplinary reading across the curriculum
- 

### Assessment and Improvement Planning

- Conduct diagnostic audits and reviews to identify strengths and priorities across reading provision
- Use assessment effectively to diagnose need, track progress and evaluate impact
- Develop and support the implementation of bespoke, evidence-informed action plans
- Use the Hub's quality assurance framework to monitor impact and maintain high standards

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# JOB DESCRIPTION

## Key Responsibilities continued

### Programme Implementations

- Support effective delivery of targeted, evidence-informed approaches to:
  - Phonics (KS1 and KS2 intervention)
  - Reading fluency (KS2 and KS3/Secondary)
- Ensure support is tailored to the individual school context, informed by audit findings
- Troubleshoot implementation challenges through modelling, coaching and sharing best practice

### Collaboration and School Improvement

- Work closely with headteachers and senior leaders to strengthen leadership of reading
- Provide appropriate support and challenge to ensure reading is prioritised within school improvement
- Support the development of consistent, high-quality reading approaches across classrooms and subjects
- Ensure coherent and aligned support through collaboration with English Hub Literacy Specialists

### Equity and Inclusion

- Maintain a strong focus on equity, improving outcomes for:
  - SEND pupils
  - EAL pupils
  - Disadvantaged pupils
- Prioritise support for pupils who require the most rapid progress in reading
- Champion reading as a key driver of access to the curriculum and long-term outcomes

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# JOB DESCRIPTION

## Key Responsibilities continued

### Engagement and Partnership Working

- Promote the work of Westgarth English Hub at local, regional and national level
- Work collaboratively with schools, networks and partners to strengthen reading provision across phases
- Support schools in developing effective partnerships with parents and carers to promote reading

### Professional Development and Accountability

- Engage fully in all CPD, training and Hub meetings
- Take responsibility for ongoing professional development to meet programme expectations
- Accurately record and submit all Hub activity within 24 hours of delivery
- Report regularly to the Hub Lead, celebrating success and escalating concerns promptly

### Our Expectation

All Literacy Specialists will uphold the values of the English Hub programme, ensuring that all work is rooted in evidence-based practice, drives meaningful impact and supports sustained improvement in reading outcomes across KS1, KS2 and secondary phases.

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# PERSONAL SPECIFICATION

|                         | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Desirable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualifications          | <ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• Full UK driving licence</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Relevant postgraduate qualification</li> <li>• NPQ qualification</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Professional Experience | <ul style="list-style-type: none"> <li>• A qualified teacher with a minimum of three years' experience, with a strong track record in KS1, KS2 and/or secondary education</li> <li>• A secure understanding of the relevant curriculum and progression in reading across the phase(s) they are applying for</li> <li>• Strong subject knowledge in phonics (KS1/KS2) and/or reading fluency and comprehension (KS2/Secondary)</li> <li>• Proven impact on pupil outcomes in reading, particularly for pupils requiring accelerated progress</li> <li>• Demonstrable experience of using assessment to diagnose need, inform teaching and track progress</li> <li>• Experience of delivering high-quality teaching, including the effective implementation of systematic phonics (where applicable) and/or fluency-focused approaches</li> <li>• A clear understanding of evidence-informed practice in reading, including the application of relevant frameworks and guidance</li> </ul> | <ul style="list-style-type: none"> <li>• Experience of supporting colleagues to improve classroom practice through coaching, modelling and professional dialogue</li> <li>• Ability to set high expectations for pupil achievement and support schools in ensuring pupils catch up quickly in reading</li> <li>• Confidence in working collaboratively with school leaders, teachers and support staff</li> <li>• Strong communication skills, with the ability to provide both challenge and support to drive improvement</li> <li>• Experience of contributing to whole-school literacy development, including reading, oracy and/or writing priorities</li> <li>• Experience of working beyond own classroom or school, for example:               <ul style="list-style-type: none"> <li>◦ School-to-school support</li> <li>◦ Advisory or outreach work</li> <li>◦ Partnership or network projects</li> </ul> </li> <li>• Experience of supporting schools to improve reading outcomes, including (where relevant) Phonics Screening Check outcomes</li> <li>• Experience of teaching and/or supporting schools in a range of contexts, including those with:               <ul style="list-style-type: none"> <li>• High levels of disadvantage</li> <li>• EAL learners</li> <li>• Pupils with SEND</li> <li>• High pupil mobility</li> </ul> </li> </ul> |





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|                             | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Desirable                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge and Understanding | <ul style="list-style-type: none"> <li>Secure understanding of effective phonics teaching and assessment (where applicable to phase)</li> <li>Strong knowledge of reading development, including fluency, comprehension and reading for pleasure across KS1, KS2 and/or secondary</li> <li>Understanding of early language development and its impact on reading outcomes</li> <li>Understanding of writing development and its relationship to reading</li> <li>Awareness of strategies to support pupils requiring the most rapid progress, including the lowest-attaining pupils</li> <li>Clear understanding of English Hub priorities and expectations</li> </ul> | <ul style="list-style-type: none"> <li>Knowledge of evidence-informed research related to reading, phonics and fluency</li> <li>Understanding of quality assurance frameworks used to evaluate phonics, reading and/or oracy provision</li> </ul>                                                                                                         |
| Skills and Abilities        | <ul style="list-style-type: none"> <li>Ability to model exemplary teaching practice with clarity and confidence.</li> <li>Strong interpersonal and communication skills, able to build professional trust and challenge practice sensitively.</li> <li>Ability to evaluate teaching and learning accurately and provide precise, actionable feedback.</li> <li>Ability to support and develop reading leadership within schools.</li> <li>Strong organisational skills, including accurate reporting and meeting deadlines.</li> <li>Ability to work collaboratively as part of a hub team and under the direction of the Hub Lead.</li> </ul>                         | <ul style="list-style-type: none"> <li>Experience of facilitating training or leading professional development for groups of teachers.</li> <li>Knowledge of supporting children with SEND and EAL to develop communication and language, reading and writing.</li> <li>Experience in team teaching/coaching in the moment to develop practice</li> </ul> |





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### Essential

### Desirable

#### Personal Qualities

- Strong moral purpose and commitment to ensuring all children can develop reading to meet are related expectations.
- Highly reflective practitioner with a commitment to continuous improvement.
- Flexible, resilient and solutions-focused.
- Professional integrity and discretion.
- Commitment to equality of opportunity and high expectations for all pupils, regardless of background or need.

- Enthusiasm for promoting a love of reading and reading for pleasure.
- Willingness to contribute to the wider work and profile of the English Hub.

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# PROFESSIONAL DEVELOPMENT AND EXPECTATIONS

## Continuous Professional Development

At Westgarth English Hub, we are committed to ensuring that all Literacy Specialists engage in high-quality, ongoing professional development to maintain the highest standards of practice. Literacy Specialists will take responsibility for their own continuous professional development, working closely with the Hub Lead and Line Manager to ensure their practice remains current, reflective and aligned with the latest evidence and guidance in phonics, early reading and early language.

Participation in all English Hub training and development opportunities is a core expectation of the role. This includes mandatory training sessions, team meetings and wider professional learning opportunities, which are essential to effectively fulfil the responsibilities of the post. All required training dates will be communicated in advance and must be agreed with the post holder's Headteacher.

Successful candidates will be expected to:

- Engage fully in all internal and external training opportunities
- Contribute actively to Hub CPD, team meetings and professional learning communities
- Apply learning directly to their work with Partner Schools, ensuring meaningful impact

## Professional Expectations

While this role profile outlines the main responsibilities, it is not exhaustive. The post holder will be expected to undertake any reasonable duties consistent with the level and purpose of the role, as directed by the Line Manager.

Literacy Specialists are expected to maintain a professional, courteous and welcoming approach at all times, acting as positive ambassadors for Westgarth English Hub when working with colleagues, schools and external partners.

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