



JOB DESCRIPTION

| | |
|--------------------------|---|
| Job Title: | Trust Literacy/English Lead |
| Grade: | L12-L16 |
| Contract: | Permanent |
| Disclosure Level: | Disclosure Barring Service – Enhanced Certificate (external applicants) |
| Responsible to: | School Improvement Lead |
| Liaison with: | School teams, Directors of Education, executive team, Teaching School Hub |

Job Purpose

To work as part of the School Improvement Team to develop and implement strategies in literacy/English to raise achievement in ATLP schools in line with agreed priorities and to be accountable for the outcomes of such strategies

Safeguarding

The Arthur Terry Learning Partnership is committed to keeping children, young people safe.

- Responsibility for safeguarding children and child protection (including online safety) ensuring that schools are meeting their legal statutory requirements as laid out in Keeping Children Safe in Education (KCSiE).
- Continuing to embed a safeguarding culture in all schools, ensuring the child always comes first.

To promote and embody the 'One Trust vision' so that it is always at the core of school/trust improvement work ensuring children are at the heart of everything we do.

Duties and Responsibilities

- Responsible and accountable for leading initiatives in literacy/English to raise achievement in schools across the Trust.
- Lead CPD to motivate and inspire staff who teach literacy/English.
- Report to the Director of Educations/School Improvement Lead on the agreed priorities for which you are responsible using quantitative and qualitative information.
- Responsible for evaluating and improving teaching and learning capacity in conjunction with the school leaders and the wider School Improvement Team.
- Implement strategies for working with teams in your targeted schools to improve the quality of teaching and learning in literacy/English.

- Responsible in conjunction with Headteachers/Senior Leaders for implementing and embedding intervention programmes as necessary across schools.
- Provide clear judgements about pupils' standards of achievement and the quality of teaching and learning.
- Deliver CPD to improve the standards of pedagogy in literacy/English in schools.
- Ensure evidence-based improvement plans promote continuous school development linked to the schools Self-Evaluation in literacy/English.
- Encourage and facilitate professional networking and discussion amongst literacy/English leaders.
- Undertake research, analysis on literacy/English curriculum, communicating findings and recommendations within clear, coherent, and concise reports.

Data Protection

- Work within the requirements of Data Protection legislation at all times ensuring student data is kept safe.

Professional Responsibilities

- Create and maintain positive and supportive relationships with all stakeholders.
- The post-holder will be expected to undertake any appropriate training provided by ATLP to assist them in carrying out any of the above duties.
- To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.
- To undertake appropriate professional development including adhering to the principle of performance management.
- To promote the vision and aims of the Trust.
- To set an example of personal integrity and professionalism as outlined in the Staff Code of Conduct and Teachers' Standards.
- To attend meetings, training days and CPD sessions.
- To be an effective team player and support the functions of the ATLP.
- Observance of Equal Opportunities, Confidentiality, Health and Safety Policies and Internet Code of Practice.
- Observance of complete confidentiality on all school information is required and any failure so to do may be regarded as gross misconduct in terms of the Disciplinary Policy.
- To take responsibility for becoming familiar with school/Trust policies and abide by them.
- An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order. <https://www.gov.uk/government/collections/dbs-filtering-guidance>

This job description only contains the main accountabilities relating to the posts and does not describe in detail all the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post and flexibility is therefore required.

Person Specification

A.F. = Application Form; I = Interview; T = Test or Exercise.

| CRITERIA | | M.O.A. |
|---|--|-----------------|
| Education and qualifications | <ul style="list-style-type: none"> • Qualified Teacher Status • Commitment to ongoing research into school improvement | AF/Certificates |
| Technical- the demonstration of specific skills and/or knowledge | <ul style="list-style-type: none"> • Understanding of the principles with regard to Safeguarding of Children • Evidence of high quality teaching • Experience of working with children or young adults in an education setting • Experience of working with multi-agencies to develop new approaches and accelerating improvement • Evidence of raising educational achievement and standards for all students | AF/I |
| Ability - the aptitude or potential to perform to the required standard | <ul style="list-style-type: none"> • Ability to develop effective relationships with all stakeholders • A strong understanding of the schools' sector and education more broadly, with a strong grasp of contemporary education issues • The credibility to command the respect of, and influence, colleagues • To be able to think strategically and develop this thinking into successful outcomes • The ability to add value through effective leadership, vision, and influence • Ability to challenge underperformance • An appetite to seek out and develop innovative practices in education • Ability to track data through school/Trust data systems • Ability to work using own initiative • Highly tuned ability to analyse and use information to drive school improvement • Ability to engage in collaborative partnership working • An ability to establish good working relationships with colleagues, students, and other stakeholders | AF/I/T |
| Values/Behaviours - the actions and activities that people do which result in effective performance in a job | <ul style="list-style-type: none"> • We believe that all pupils can achieve despite their circumstances or other external factors and have an unwavering commitment to pursue successful outcomes for all • We support the One Trust vision that children are at the heart of everything we do | AF/I/T |

| | | |
|-------------------------|---|--|
| | <ul style="list-style-type: none"> • We champion the vulnerable • We are committed to supporting our school communities to be inclusive, diverse and for there to be equality of opportunity for all • We embrace and demonstrate a commitment to all students in our care to ensure we support them to be safe • We are committed to maintaining the ethos and values of the ATLP whilst ensuring that all ATLP schools can meet the needs of their communities • We are resilient in the face of challenge and comfortable with ambiguity and a changing landscape | |
| Contra indicator | Positive disclosure relating to children or vulnerable adults | Disclosure Form to be completed prior to interview |

