

JOB PROFILE

Department:	Education	
Job title:	Literacy Co-ordinator	
Reports to:	SLT Member with responsibility for Literacy	
Responsible for:	N/A	
Level/Grade:	Hours of work: 36 hours per week 39 weeks per year (+5 weeks paid holiday)	Salary Scale R4 Starting Point 19 -26 £22,522.38 - £24,9258.58 Actual Salary (FTE £26,302.00 - £29,112.00)

Job Purpose:

The literacy co-ordinator will be responsible for 'Language & Literacy' within the school, aiming to secure high quality learning and teaching, assessment and embedding literacy across the whole school making effective use of resources, and ensuring the highest standards of achievement for all students

Job Description

Strategic Vision

- Have a strategic vision for literacy development within the school
- Have a good knowledge of issues related to literacy
- Keep up to date with developments e.g. Teaching methods, resources, assessment issues and record-keeping procedures
- In consultation with the SENCO and Subject Leader contribute to the development of the school's literacy policy based on the statutory requirements of the curriculum
- Ensure that there are comprehensive programmes for literacy in place covering the range of ability levels within the school.
- Up to date knowledge and understanding of interventions and strategies for support
- **Encourage displays of children's work and celebrate children's achievements**
- Promote opportunities for children to use their literacy skills for a range of purposes and audiences other than the teacher e.g. Involvement in competitions, writing for the school magazine
- Devise an annual action plan for the development of literacy.

Specific Responsibilities

- Work in close partnership with the Principal, SENCO and teaching team in promoting enrichment, entitlement and achievement through building and implementing agreed school policies
- Lead by example of own practice, and by positively encouraging and supporting all members of staff.
- To lead, alongside the SENCO, on the assessment and monitoring of literacy within the school, both as part of our admissions process and as an ongoing concern for all students.
- Ensure that the school offers a high quality, exciting, engaging, well resourced, differentiated and well matched curriculum for all children.
- To keep the library and its resources up to date and relevant for our students.
- Ensure that clear and updated programmes are in place for individual children and small groups; in association with other partner providers;
- To ensure the development of curriculum links with all subject areas and age groups;
- To support and contribute to the CPD programme for all staff including INSET and twilight provision;
- To undertake any other reasonable duties commensurate with the post at the request of the Principal or designate

Generic Responsibilities:

- You will be required to model good practice, develop relationships, support training and development and ensure 'quality teaching first' and secure the smooth running of the school
- Take lead responsibility for ensuring the best possible curriculum offer, provision, well-being, progress and achievement for all children especially through enrichment, creative learning, extended services, partnerships and collaboration
- Be a model professional setting an excellent example to teaching and support staff
- Supporting all teaching, learning and associated activities linked to literacy.
- Ensuring the consistent implementation of whole school policies.
- Ensuring that all school policies aimed at improving learning and progress are consistently implemented within the school
- Support the SLT in ensuring that schemes of work are appropriate and up-to-date
- Ensuring that assessment and monitoring procedures are rigorous and robustly implemented.
- Contributing to their own and others Appraisal and ensuring appropriate teacher support for improvements in pedagogy are put into place against the defined accountability measures of the national teaching standards;
- Ensuring that classroom and behaviour management practices are effective in supporting positive learning outcomes
- Being the point of reference for advice or recommendation of progression for individual and groups of learners

Monitoring & Evaluation

- In consultation with the SENCO / Staff monitor the implementation of the policy
- Support staff, in analysing all available data inform learning and teaching and evaluate the effectiveness of literacy throughout the school
- Ensure that students' assessment records are kept up to date, in line with the school's assessment policy
- Liaise with the school's SENCO regarding student with literacy difficulties
- Keep records of meetings connected with literacy
- Present an annual report on the implementation of the action plan

Resource Management:

- Be responsible for organising, maintaining and cataloguing resources and equipment
- In collaboration with the ICT subject leader be able to recommend ICT software to support literacy development
- Keep abreast of suitable new resources to support classroom strategies
- Oversee the use and resourcing of the school library for both student and staff

Professional Development

- Identify and facilitate the professional development needs of staff
- Disseminate information from INSET and provide updates to staff
- Advise teachers, lead discussion groups and if required present the subject to others eg. Governors
- Ensure parents are informed of the school's approaches to teaching literacy and advise on how they may support their child's literacy development

Multi-disciplinary working

- To form professional working relationships with all staff in school and with external agencies who contribute to the child's care and educational needs.
- To be aware of the organisation and content of other areas of specialisation within the school so as to be able to liaise and work effectively with colleagues.
- Where appropriate, to communicate and cooperate with persons and bodies outside the school in accordance with school and company policy.
- To form effective and productive working relationships with parents and carers as appropriate.
- To promote actively the school and company corporate policies.
- To support the effective / efficient deployment of classroom support.
- Participate in departmental meetings, parents' evenings and whole school training events.
- Liaise (as required) with other professionals, such as learning mentors, external support agencies and therapists.

Continuing Professional Development

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in relevant areas
- To engage in the Appraisal process.
- Undergo regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD).

Strengthening Community

- Promote and model good relationships with parents and carers, which are based on partnerships to support and improve students' learning and achievement.
- Contribute to the development of the school as a community within the community; strengthening partnerships with families, neighbours, our local and wider community, other schools, services and the local authority
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community. Contribute to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice and discrimination, support staff well-being and work-life balance and help to ensure we provide access to opportunities for growth, achievement and success for all adults and children in school

Other duties and responsibilities

- To work as a member of the staff team to contribute positively to effective working relationships within the school.
- To carry out such other duties as could be expected of a professional within a Special School.
- To undertake any other reasonable duties as specified by Principal.

Person Specification

Criteria

Assessed by Application Form (A) Interview & Selection Processes (I)

Essential = E

Desirable = D

Qualifications and Training

- Relevant qualification to support the literacy and numeracy progress of student
- Other relevant training eg First Aid, Child Protection, Behaviour Management, Allegation Management, Safer Recruitment and Working Together to Safeguard Children (A)
- English and Mathematics at GCSE grade c or above or equivalent
- Driving Licence
- Level 3 Certificate in Supporting T&L

E

D

E

D

D

Knowledge and Experience

- Working with children and families from a variety of cultural backgrounds
- Good understanding of curriculum developments
- Theoretical knowledge and experience of behavioural management and therapeutic approaches
- Managing students with challenging behaviour
- Experience of working as part of a multi-disciplinary team
- Experience of working with students across the Key Stage age range
- Experience of working with parents and carers, outside agencies, in partnerships and collaboration to secure achievement, enrichment opportunities and resources for children

D

D

D

D

D

D

D

