



Literacy Co-ordinator

JOB DESCRIPTION

Role Purpose:

The Literacy Co-ordinator will lead, manage, and develop literacy throughout the academy and be accountable for the standards of teaching, learning and assessment and student progress in literacy. They will also lead, manage, and develop a culture of reading, this role will be student-focused and will ensure high standards and expectations for both students and staff at all times.

The Literacy Co-ordinator will ensure that no student is 'left behind' and that all students, including the most vulnerable, are engaged, taking part in learning and demonstrate impeccable behaviour and the Academy values. The role will be pivotal in ensuring the students have the best opportunities to meet their literacy needs and that barriers to learning are eliminated, as far as possible, allowing them to achieve the very best outcomes. This important role must instil a love and thirst for reading

Key Accountabilities:

Reporting to the Head of Faculty, this post holder will be accountable for

Key responsibilities:

- Demonstrate passion and enthusiasm for the specialism and ensure that the Academy's vision and core values are demonstrated at all times.
- Take responsibility for the development and implementation of the whole academy policy for Literacy.
- Lead the development of the academy reading programme to ensure that students are reading widely and regularly.
- Ensure that all curriculum areas contribute positively to raising the profile of reading.
- Manage strategic development of literacy across all curriculum areas.
- Lead the appropriate intervention programmes for the Year 7 Catch-Up Funding.
- Evaluate the teaching, learning and assessment of literacy in the academy through monitoring activities.
- Lead staff training and CPD.
- Establish resource and staff requirements for literacy and inform the Head teacher of costs and priorities.
- Actively promote and demonstrate creativity, innovation and the use of new technologies to achieve excellence in all aspects of curriculum development, delivery and pedagogy.
- Ensure the SEF and ADP are robust and kept up to date in relation to your leadership area in partnership with the line manager

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Setting and Achieving High Expectations:

- Ensure a consistent focus on student outcomes.
- Promote a culture of reflective and personalised learning where all students are empowered to take responsibility for their own learning and achievement.
- Develop and embed strategies, which ensure high expectations of technology used by students and staff to assist in the teaching and learning experience and boost outcomes.

People and Resource Management:

- Line manage the relevant colleagues involved in delivering for this key area.
- Ensure the effective and efficient management of learning resources for literacy – including the Academy library.
- Provide effective leadership of staff such that they have clear direction and understand the importance of their contribution to literacy and reading within the academy and are held to account for their actions.
- Ensure staff are developed and performance is managed appropriately.
- Manage available resources of space, staff, budget and equipment for Literacy, as directed by the Head of English.
- Manage an efficient administrative system.

To undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to ***think big*** for yourselves and for the world around you;
- We want everyone to ***do the right thing*** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong ***team spirit***, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	<ul style="list-style-type: none">• Show energy, enthusiasm and passion for what you do• Demand the highest quality in all that you do, and in the work of your team• Willing to champion new ideas and think beyond the status quo• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better• Be open to new ideas and change where it will have a positive impact on the organisation• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work• Commitment to self-development, and developing your wider Team• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further
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	<ul style="list-style-type: none"> • Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	<ul style="list-style-type: none"> • Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	<ul style="list-style-type: none"> • Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

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KNOWLEDGE, EXPERIENCE & SKILLS

Requirement **Assessed at**
E – Essential **A – Application Stage**

D – Desirable **I – Interview Stage**

P – During the probationary period

		E	D	A	I	P
Organisation al Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	Qualified teacher status or recognised equivalent	X		X	X	
	Degree in subject specialism	X		X	X	
	Evidence of continuous professional development	X		X	X	
	Additional relevant training in Safeguarding	X		X	X	
	Knowledge of National Curriculum requirements	X		X	X	X
	Knowledge of a creative range of pedagogic approaches to delivering your subject	X		X	X	X
	Knowledge of and/or ability to use technology to support student learning	X		X	X	X
Experience	Ability to teach 'good or outstanding' lessons	X		X	X	X
	Proven success in improving student outcomes	X		X	X	X
	Experience of teaching across the age and ability range	X		X	X	X
	Experience of implementing systems to support pastoral strategies as a form tutor		X	X	X	X
Skills	Effective classroom management	X		X	X	X
	Effective use of assessment data to inform appropriate teaching and learning and raise standards	X		X	X	X
	Ability to support staff and students in maintaining high standards	X		X	X	X
	Ability to form good working relationships with all staff	X		X	X	X
	Ability to encourage students in developing self esteem and respect for others	X		X	X	X

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