

**CHILDREN, ADULTS AND HEALTH**

**JOB DESCRIPTION**

Literacy Lead with responsibility for a key stage (Mosaic Federation)

**GRADE:** MPS/UPS + TLR2B

**RESPONSIBLE TO:** Head Teacher

**RESPONSIBLE FOR:** Upper School Teachers and Children with Responsibility for Literacy

**Job Purpose**

1. To Lead to coordinate, monitor and evaluate teaching and learning in Literacy across the school.
2. To identify areas of improvement and support the senior leadership team to implement and monitor improvements required.
3. To co-ordinate and evaluate teaching and learning and to liaise with other members of the Leadership Team wherenecessary, to ensure continuity and progression throughout the curriculum.
4. To make strategic evaluations of personnel issues as a supportive and well-motivated team member.

**Part 1:** You are required to carry out the duties of a school Teacher as set out in paragraphs 71 to 76 (inclusive) of the School Teachers' Pay and Conditions Document 2016 (*hereafter called the Document*).

**Part 2:** Post - Literacy Leader with responsibility for a Key stage .

**Part 3:** You are required to carry out such professional duties which form part of paragraph 60 of the Document which the Head Teacher may reasonably ask you to undertake.

**Teaching and Learning**

* Lead by example as a Teacher and as a manager, achieving high standards of pupil attainment and progress, behaviour and motivation through effective teaching.
* To be responsible to the Head Teacher for co-ordinating the work of the Key Stage, supporting and advising where appropriate.
* Support subject leaders in the development and implementation of curricular initiatives.
* To monitor the quality of teaching and learning in the designated Key Stage , in line with the school policy. This may include lesson observations, monitoring of short and medium term planning and scrutiny of pupils work.
* To work with the SLT to monitor the quality of teaching and learning in Literacy in line with the school policy. This may include lesson observations, monitoring of short and medium term planning and scrutiny of pupils work.
* To review long term planning in Literacy to ensure coverage, progression and a range of learning experiences across the Key Stage.
* To liaise with other phase Leaders to monitor and promote effective transition arrangements to ensure continuity and progression for all pupils from KS1 to KS2 and from KS2 to secondary school.
* Ensure planning is effectively carried out and ensure pupils’ individual needs are being met.
* To monitor the standards of achievement and behaviour within their year group and across Upper School to ensure continuity and progression.
* Set appropriate expectations for staff and pupils in relation to standards of pupils’ achievements and the quality of teaching and establishing clear targets for improving and sustaining pupils’ achievement supporting the process of teaching and learning in accordance with agreed policies and guidelines.
* Set appropriate expectations for staff and pupils in relation to Literacy, standards of pupils’ achievements and the quality of teaching.
* Establish clear targets for improving and sustaining pupils’ achievement supporting the process of teaching and learning in accordance with agreed policies and guidelines.
* Reviewing and supporting staff to meet Performance Management targets.

**Recording and Assessment**

* Have input into the target setting process for raising achievement for Literacy and Key Stage pupils and feedback to the SLT and Head Teacher.
* Monitor progress in Literacy and Key Stage and ensure appropriate coordinator action plans are being implemented.
* Monitor Literacy and Upper School planning to ensure individual needs are being met.
* Collate, analyse and evaluate data appropriate to the role.

**Leadership**

* Support the Head Teacher and SLT in providing a clear vision and direction for the development of the school.
* Support the senior leadership team as the Literacy Lead in the implementation of policy and practice in school.
* Take a leading role in the development of literacy to be decided with the Head Teacher and SLT.
* Contribute to Leadership Team decisions on all aspects of policy development and organisation by playing a significant role in the preparation, implementation and monitoring of the school's improvement plan.
* Assume responsibility for the management of the school in the absence of the Head Teacher and the SLT.
* Attend Leadership Team meetings as required, and report back to staff when necessary.
* Be a strong advocate for change and champion school improvement.
* Take a lead role in school improvement within your remit and deliver improvement to policies, practices and systems effectively.
* Convey a positive “can do” attitude, motivate and inspire staff and present a ‘united front’ to secure successful outcomes of school initiatives.
* Establish good relationships, encourage good working practices and support and lead Teachers.
* Plan, organise and chair Upper School meetings as appropriate in order to ensure school policies and practices are being implemented.
* Liaise with Teaching Assistants timetabled within Upper School and outside agencies.
* Respond to issues in school as a senior leader including behaviour management and parental questions or concerns.
* Uphold the ethos and values of the school.

**Standards and Quality Assurance**

* Support the aims and ethos of the school.
* Liaise with the Governors, when appropriate, to facilitate their overview of school management.
* Attend and participate in the delivery of open/parent evenings.
* Uphold the school's behaviour code and uniform regulations.
* Participate in and deliver staff training.
* Participate in Continuing Professional Development.
* Attend team and staff meetings.
* Develop links with Governors and neighbouring schools.

**People and relationships**

* Sustain effective, positive relationships with all staff, pupils, parents and Governors and the local community.
* Encourage moral and spiritual growth and civic and social responsibility amongst pupils.
* Manage innovation and change.
* Work collaboratively.
* Manage and develop effective working relationships with all staff in the school.

**Human and material resources and their development and deployment**

* When required, lead the professional development of all staff through example, coaching peer support and target setting.
* Contribute to the audit of staff development and training needs and the provision of effective INSET.
* Ensure support and training during the induction of new Upper School staff and for trainee teachers.
* Support the establishment of priorities for expenditure across the whole phase.
* Ensure the maintenance in Upper School of a structured environment for effective teaching and learning, for good behaviour and discipline and for pupils' spiritual, moral, social and cultural development.
* Manage the resources for a specific subject area or a whole school aspect.

South Tyneside Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Successful applicants will be required to produce an Enhanced Certificate of Disclosure from the Disclosure and Barring Service.

All employees have a responsibility to undertake training and development as required. They also have a responsibility to assist, where appropriate and necessary, with the training and development of fellow employees.

All employees have a responsibility of care for their own and others’ health and safety.

The above list is not exhaustive and other duties may be attached to the post from time to time. Variation may also occur to the duties and responsibilities without changing the general character of the post.

Reference: GY/KDS

Date: 27/03/2018