Howley Grange Primary School Early Literacy Leader and Class Teacher Job Description

JOB TITLE	Early literacy Leader and Class Teacher
JOB PURPOSE	To lead the development of early literacy across the school, promoting excellence in language acquisition, phonics, reading and writing, and ensuring that all children develop the foundations necessary to become confident, successful communicators, readers and writers.
ACCOUNTABLE TO	Headteacher and Deputy Headteacher

KEY ACCOUNTABILITIES	
STRATEGIC DIRECTION	To secure and continually improve the quality of early literacy teaching across the school through the evaluation of learning, standards, and pupil achievement.
TEACHING AND LEARNING DUTIES AS A TEACHER	You are engaged as a teacher and as such shall carry out the professional duties of a school teacher as circumstances may reasonably require as provided for under the school Teachers' Pay and Conditions Documents and the Teachers' Standards and the school's Career Stage Progression Document. These include; • creating a stimulating learning environment; • maintaining appropriate behaviour and discipline; • ensuring the supervision of safety and welfare; • planning lessons and keeping records of work; • identifying and meeting individual needs; • setting individual targets for children through regular and robust assessment; • taking an active part in pupil progress meetings sharing clear strategies for improvement and measurable impact; • delivering National Curriculum and cross-curricular themes; • using appropriate teaching styles to maximise learning; • referring items of concern to the Deputy Headteacher or Headteacher; • keeping up to date Child Protection records and pastoral profiles; • ensuring that all school safeguarding and child protection procedures are followed; • supervising adults and others in the classroom and taking responsibility for the quality and effectiveness of their work; • establishing and maintaining contact with parents including providing termly written reports; • attending parents' evenings and school events; • attending staff, curriculum, phase and governor meetings, as appropriate; • liaising with other teachers to ensure breadth continuity and progression; • supporting and implementing all school policies; • participating in agreed Appraisal arrangements; • maintaining an up-to-date Continuous Professional Development file; • leading assemblies as appropriate; • liaising with outside agencies as appropriate.

KEY RESPONSIBILITIES

STRATEGIC DEVELOPMENT OF EARLY LITERACY	• Lead improvements in planning and teaching of early literacy and use of assessment in order to improve progress in learning and outcomes for pupils. • Provide inspirational leadership for early literacy through coaching, modelling best practice and working collaboratively with teachers and phase teams. • Be an excellent teacher and a role model for the teaching of early literacy; • Coach and mentor other teachers and support staff in refining their teaching skills and use of resources and specific teaching strategies in early literacy. • To formulate and lead on the implementation of a well-informed action plan for early literacy. • Work alongside senior leaders to evaluate the effectiveness of early literacy provision through the rigorous analysis of attainment, progress and assessment information. • To lead training and planning for early literacy, so that teaching confidence improves, including teaching assistants, and the quality of learning is strengthened. • Liaise with external colleagues to gain advice and support where needed. • With other senior leaders, monitor the impact of intervention programmes and lead on approaches to support pupils. • Ensure that teaching assistants are deployed effectively to support intervention programmes in early literacy. • Lead and promote events and initiatives that foster a love of reading, language and writing across the school community. • Communicate with governors in order for them to examine and monitor the quality of learning in early literacy. • Communicate effectively with parents and carers so that they are well informed about early literacy development and are equipped to support learning at home.
TEACHING AND LEARNING- DUTIES AS EARLY LITERACY LEADER	• Demonstrate effective teaching strategies and promote high-quality teaching of early literacy across the school. • Demonstrate effective use of assessment for learning in early literacy lessons. • Model efficient use of resources for learning in early literacy. • Lead the development, implementation and monitoring of the school's chosen systematic synthetic phonics programme to ensure high-quality and consistent practice. • Work with other colleagues in lessons in order to develop their teaching and use of teaching assistants to support learning. • Work with teaching teams so that the sequences of teaching and use of resources support all pupils' learning in early literacy. • Be responsible for the organisation, planning and evaluation of early literacy interventions and support beyond the classroom.

LEADING AND MANAGING STAFF	• Plan and deliver high-quality professional development to improve staff knowledge, confidence and expertise in early literacy. • Monitor the quality of provision through lesson visits, work scrutiny, pupil discussions and coaching/mentoring conversations. • In early literacy, take a lead role in identifying group and/or individual training needs and provide support for colleagues, promoting a whole school approach. • Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork. • Ensure you keep up to date with current developments in early literacy and disseminate information as appropriate. • Monitor and evaluate the impact of early literacy provision through lesson observations, learning walks, work scrutiny and pupil voice activities. • Promote a culture of reading for pleasure and language-rich learning throughout the school. • Provide regular reports to senior leaders and governors on standards, progress and developments in early literacy.
EFFICIENT DEPLOYMENT OF RESOURCES	• Liaise with the assessment lead for the organisation, planning and evaluation of early literacy interventions and support beyond the classroom. • Ensure that resources for phonics, reading, language development and early writing are of high quality, effectively organised and used consistently throughout the school.
Additional Responsibilities	As a member of the Middle Leadership Team, contribute to the strategic development of the school and support the Senior Leadership Team in securing high standards of teaching, learning and pupil outcomes.

This job description will be reviewed regularly and may be subject to modification and amendment after consultation.