

# OUR LADY IMMACULATE

CATHOLIC ACADEMIES TRUST

## LEAD TEACHER for READING



## WELCOME

Welcome to Our Lady Immaculate Catholic Academies Trust.

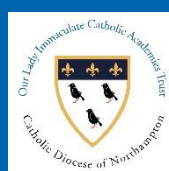
We are a group of 11 Catholic Schools situated across the northern part of the Catholic Diocese of Northampton located in the counties of Northamptonshire and Bedfordshire; the Trust consists of nine Primary Schools and two Secondary Schools who liaise and collaborate closely together.

We enjoy working together to ensure that all children across our Catholic schools are provided with the best possible academic, spiritual and moral education, within a safe and happy environment.

You would be joining a new Catholic Multi Academy Trust formed in February 2020 by the merging of 3 existing Catholic Academy Trusts. All central services: Finance, HR, Operations, IT and Governance is provided by a centralised team each led by an expert professional in their own field enabling the schools to focus on teaching and learning.

We are delighted you are interested in joining our Trust and I wish you well in your application.

Tony Bishop, Strategic Executive Lead



## JOB DESCRIPTION

### OVERVIEW

<b>Job Title:</b>	<b>Lead Teacher for Reading</b>
<b>Commencement Date:</b>	September 2020
<b>Closing Date:</b>	12 noon, Monday 4 <sup>th</sup> May 2020
<b>Interview Date:</b>	To be confirmed but expected to be conducted mid-May
<b>Start Date:</b>	September 2020
<b>Salary / Scale:</b>	£41,065 - £43,144 (FTE) Leadership Scale (L1 – L3)
<b>Contract type:</b>	Fixed Term (2 years), Full Time
<b>Purpose of the Position:</b>	To develop the teaching and learning of Reading across OLICAT Schools so that outcomes of pupils are improved. This role will, in collaboration with the Director of School Improvement, provide advice and support to schools, coaching & training for teachers and educational support staff and initiate Reading programmes, interventions and assessment strategies.
<b>Key Responsibilities:</b>	The professional responsibilities and duties of a Lead Teacher are contained in the School Teachers' Pay and Conditions Document and the DfE Teachers' Standards. This job description may be amended at any time, following consultation between the employee and the Director of School Improvement and will be reviewed annually.
<b>Responsible to:</b>	OLICAT Director of School Improvement
<b>Accountable to:</b>	OLICAT Strategic Executive Lead

## MAIN DUTIES

### 1. Underpinning Values

Using evidence from successful practice elsewhere, the objective of the role is to provide coaching and training that improves staff capacity to lead, teach and support reading across all phases of the school and across all curriculum areas. Working alongside middle and senior leaders the goal is to devise strategies to sustain the longer term development of reading practices so that successive cohorts of pupils continue to avail of high quality provision to prepare them for each phase of their educational journey. Our principle is to upskill and empower all staff so that they can self-initiate improvement in their context and in turn upskill and empower all pupils.

### 2. Overall objectives of the role

- Provide **training** for teachers and educational support staff so that they are able to explicitly teach the skills of phonics, phonemic awareness, fluency, comprehension and vocabulary development at an age appropriate level.
- Explore how phonics for reading can also be applied in the context of writing to **support spelling and vocabulary development**.
- Provide advice and support to schools so that they create a **reading environment** that supports a love of reading and appeals to the interests of different learners.
- Initiate age appropriate '**keep up**' **reading programmes**, across the different phases of the schools, to support the development of pupils for whom usual classroom practice does not enable them to reach age related standards.
- Support the integration of **formative assessment** strategies for reading that engage pupils in the assessment of their progress and inform next steps in teaching.
- Work with curriculum leaders to explore how the teaching of reading can be an **integrated aspect** across all curriculum areas.
- Raise staff awareness of the **link between reading and writing** and explore possibilities as to how one can support the other.

### 3. Key Duties

- Lead training programmes to upskill staff in reading.
- Provide on-site coaching and mentoring for teaching and support staff.
- Work with Subject Leaders to undertake and respond to reading audits and suggest plans of action for sustained improvement.
- Encourage sharing of strong practice across the trust through recommended teacher visits.
- Work alongside individual colleagues to provide feedback on the teaching of reading
- Work with curriculum leaders to suggest ways in which reading skills might be reinforced across the curriculum.
- Contribute to the OLICAT Central Team School Improvement meetings and provide brief reports where applicable.

- Provide support for teachers, and support staff, who are inexperienced in teaching reading so that the quality of their teaching has a positive impact on outcomes for pupils.
- Contribute to the Trust's induction programme for new teachers so that they become effective teacher of reading
- Arrange a schedule of school visits to undertake the training and coaching required to upskill staff.
- Facilitate the use of school data to help schools identify strengths and weakness in provision for reading.
- Through coaching and mentoring, work alongside school staff to develop their capacity to contribute to whole school planning for reading and provide advice for senior leaders about sustainable structures to support reading.
- Facilitate the effective monitoring of, and accountability for, the quality of provision and of teaching and learning in reading.
- Lead, reading reviews and audits to inform planning for improvements to provision for reading.
- Work with schools to devise suitable formative assessment and accompanying recording and reporting formats to secure consistency and accountability for outcomes in reading.
- Consider the impact of the school's professional development programme for reading and provide advice regarding further training and development that may facilitate improvement.
- Maintain on going records and briefly report the outcomes of visits and support intervention through the schools 'Developing Reading Profile'.
- Provide on-site or collective training opportunities to meet the individual or collective development needs of schools.
- Actively promote research as a mechanism for developing evidence based practices which secure high outcomes for pupils.
- Encourage staff to inquire into practice and to disseminate aspect of positive practice through visits, blogs and other published materials.

#### **4. Professional Development**

- Keep up to date with changes and initiatives linked to reading and disseminate information to improve practice.
- Participate in the Trust's performance management processes
- Participate in further training and development to improve own professional development

#### **5. Working with colleagues and other relevant professionals**

- Communicate effectively and professionally with colleagues, Trust Directors, Governors and other external agencies where appropriate
- Collaborate and work effectively with Headteachers, Class Teachers, Teaching Assistants, English Subject Leaders, Inclusion Leaders, Trust Central Team Leaders and other Lead Teachers within the Trust.
- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust including Northampton Office for Religious Education, Evangelisation, Catechesis and Schools (NORES) DfE, Local authorities where appropriate, other schools and other relevant organisations.,

## 6. Personal and Professional Conduct

- Preserve the integrity and confidentiality of all people encountered as part of this role.
- Uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside the Trust and its schools.
- Have proper and professional regard for the Catholic ethos, policies and practices of the school and maintain high standards of attendance and punctuality.
- Understand and act within the statutory frameworks setting out the professional duties and responsibilities.

## 7. Any Other duties

The post holder will be required to safeguard and promote the welfare of children and young people, and follow school policies and the Trust Code of Conduct. The Trust is committed to ensuring that it complies with all legislative requirements on safeguarding and child protection and that the Trust actively values and promotes diversity, unity and community cohesion and that it supports pupils to become successful, compassionate citizens. The Trust will ensure a continual focus on equality as measured by pupil progress and outcomes.

This post is subject to satisfactory references which will be requested prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

The post-holder must carry out their duties with full regard to the Trust's Equal Opportunities Policy in relation to employment and service delivery.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exclusive list. The duties and responsibilities of the role may vary from time to time and the post holder may be required to undertake other duties and responsibilities commensurate with the role as directed by the Director of School Improvement or the Trust's Strategic Executive Lead (Chief Executive Officer).

## PERSON SPECIFICATION

### 1. TRAINING AND QUALIFICATIONS

	Essential	Desirable	Evidence
Qualified Teacher Status	✓		App form
Master's degree (or equivalent)		✓	App form
Degree	✓		App form
Qualification in teaching Reading	✓		App form
Recent participation in professional development	✓		App form

### 2. EXPERIENCE

	Essential	Desirable	Evidence
Substantial experience of effective practice (minimum 4 years)	✓		App form interview
Proven evidence of being a highly effective practitioner	✓		App form interview
Evidence of previous school improvement experience		✓	App form interview
Evidence of using innovative approaches to the development of teaching reading, including strategies for formative and summative assessment	✓		App form interview
Evidence of successful partnership working across a range of settings	✓		App form interview
Experience of supporting other professionals through school improvement for middle leadership	✓		interview
Experience of coaching and mentoring others	✓		interview
Experience of training staff	✓		interview
Experience of using performance data as a starting point for developing improvement initiatives	✓		App form interview
Evidence of working with others to monitoring the quality of teaching and learning over time	✓		App form interview
Experiencing of reporting to senior leaders and governors	✓		interview

Experience of leading a Reading project		√	interview
Understanding of the national curriculum		√	interview

### 3. SKILLS AND KNOWLEDGE

	Essential	Desirable	Evidence
Excellent knowledge and understanding of the pedagogy of teaching and learning for reading	√		Interview
Excellent understanding of what constitutes highly effective reading instruction	√		Interview
Understanding of approaches to curriculum development	√		Interview
Comprehensive understanding of strategies for assessment	√		Interview
High level of understanding of organization for learning	√		Interview
Ability to support planning, monitor, evaluate and review impact of school provision	√		Interview
Demonstrate an understanding of evidence based practice to support improvement	√		Interview
Demonstrable ability to communicate effectively to stakeholders in written and oral form	√		Interview
Ability to work effectively with key partners, associates and systems leaders	√		Interview
Strong understanding of models of reading and a capacity to disseminate this to others	√		Interview
Willingness to learn from others and to give and seek advice where necessary.	√		Interview
Proven ability to work collaboratively with others	√		Interview
Excellent understanding of provision to support welfare and wellbeing in a school setting.	√		Interview
A current driving license.	√		App form
Experience of developing the role of support staff to improve outcomes for learners		√	Interview
Experience of using Microsoft office suite for the purpose of reporting		√	Interview

### 4. EQUALITY, INCLUSION & SAFEGUARDING

	Essential	Desirable	Evidence
Evidence of ability to integrate equality and safeguarding policies into service delivery	√		interview



Evidence of a strong commitment to inclusion with high expectations of all learners	✓		Interview
Experience of implementing strategies for social inclusion		✓	Interview

#### 4. PERSONAL QUALITIES

	Essential	Desirable	Evidence
Strong interpersonal skills	✓		interview
Commitment to empowering others rather than attempting to control process and outcomes	✓		interview
Committed to continued professional development of self and others	✓		Interview
Demonstrate ability to remain calm and work under pressure whilst prioritising effectively .	✓		Interview
Ability to deal sensitively with people and resolve conflict	✓		Interview
Commitment to maintaining confidentiality at all times	✓		Interview
Commitment to safeguarding and diversity.	✓		Interview

#### 5. CONFIDENTIAL REFERENCES AND OUTCOMES

**Applicants must be able to positively provide the following information if successfully appointed:**

At least 2 written professional references
Confirmation of professional and personal knowledge, skills and abilities
Positive recommendation from current employer or training organisation
Satisfactory health and attendance record
Satisfactory enhanced DBS check and other pre-employment checks as required

# HOW TO APPLY

Further information about the Trust can be viewed on the Trust website: [www.olicatschool.org](http://www.olicatschool.org)

A candidate pack and application form are available by contacting Mrs Jo Brake-Oakes, Trust HR Lead either by:

- Telephone: 07725 067647;
- email: [TrustHR@olicatschools.org](mailto:TrustHR@olicatschools.org) or
- by downloading from the Trust website.

If you wish to speak to the Director of School Improvement about this role, then please contact the Trust HR Lead in the first instance.

Completed applications to be sent to the Trust HR Lead at [TrustHR@olicatschools.org](mailto:TrustHR@olicatschools.org) no later than 12 noon on Monday 4<sup>th</sup> May 2020.

Interview arrangements will be confirmed in due course but due to be held mid-May.

All appointments will be subject to an enhanced DBS clearance in line with our Safer Recruitment Policy.

Thank you for your interest in our Trust.

For more information, please contact Trust HR by email at: [TrustHR@Olicatschools.org](mailto:TrustHR@Olicatschools.org) or by telephone: 01604 497309 or, visit the OLICAT Trust website: [www.olicatschools.org](http://www.olicatschools.org)