



<b>Post Title</b>	Reading Champion (Higher Level Teaching Assistant)
<b>Salary range/grade</b>	Grade S4, Pay Point 13 - £21,600- £25,500
<b>Responsible to</b>	English Lead and Headteacher
<b>Type</b>	37.5 hrs a week, Term Time Only (40 weeks)
<b>Base</b>	ALP Schools Leicester, Birstall , Leicestershire
<b>Job Purpose</b>  <p>The post-holder will lead, develop and embed a culture of reading across ALP Leicester and, liaising with the English Lead and Headteacher. They will support the implementation of literacy interventions across the school. This will include the development, operation, management, resourcing and growth of our libraries, instilling a love of reading within our students, complementing the delivery of the curriculum across the school. The following job description outlines the main responsibilities of the job and is not an exhaustive list of all relevant duties. ALP Leicester reserves the right to alter this job description at any time.</p>	
<b>Key Tasks and Activities:</b>  <u>Developing and Embedding a Culture of Reading across ALP Leicester</u> <ul style="list-style-type: none"> <li>• Establish a strong relationship with staff and students to develop a love of reading across the school and to encourage the use of the library</li> <li>• Establish effective relationships with parents and inform them of developments and practices relating to reading</li> <li>• To offer advice and support teaching staff with regards to resources and assist with the professional development of staff to help them to use the library's resources more effectively</li> <li>• Promoting the Library through displays and communication with students, staff and parents</li> <li>• Developing the Library's online presence</li> <li>• Working with the Student Council to incorporate student voice into the development and growth of the library</li> <li>• Take a leading role on providing opportunities for students related to reading. For example, Carnegie book award, Library Committee, external author visits</li> <li>• Consult with teaching staff about the reading needs of their students advising on availability of resources for curriculum development</li> <li>• Collaborate with teaching and literacy staff to ensure that the library is seen and used as a reading and research resource</li> <li>• To work with the English Lead and Enrichment Lead to organise and facilitate whole - school reading initiatives such as World Book Day</li> <li>• Take responsibility for the development and implementation of the whole school policy for Reading</li> </ul>	

- Use national, local and school management data to monitor standards of reading across ALP Leicester
- Monitor the progress made towards achieving targets and use this information to plan future developments
- Collaborate with staff on short, medium and long-term planning to develop reading in relation to: resources, continuous professional development of staff, aims of the school (including its policies and practices), challenging targets for improvement.

#### Library Lead

- Lead the resourcing and growth of the libraries within the school
- Selecting, acquiring, organising and promoting Library resources and ICT to support teaching and learning, curriculum development and a culture of reading throughout the school
- Organise resources for effective retrieval by classifying, cataloguing and indexing all library resources and maintain and monitor stock to meet requirements of our curriculum
- Liaise with departments to support their teaching and learning needs in relation to services offered by the Library
- Liaising with the Headteacher and English Lead within the school
- Develop a library management system to enable students to access to high quality literature and to record the loaning and use of resources
- Develop displays within the library developing literacy and promoting a love of reading
- Develop use of IT facilities and managing these on a day-to-day basis

#### Student Literacy Intervention

- Take a leading role in planning, facilitating, implementing, and evaluating student literacy and reading interventions (e.g. Monster phonics in primary)
- Working alongside the Headteacher and English Lead to identify students, work with individual students and monitor the impact of literacy intervention groups

ALP Leicester will provide training if required (to implement specific provisions)

#### Other professional requirements

- Establish and maintain effective working relationships with professional colleagues and other subject leaders to develop cross curricular links and creative approaches to developing a culture of reading across the academy
- To support and deliver lessons in our Base/Nurture/Secondary/Post 16 provision when required
- Participate in meetings in respect of the duties and responsibilities of the post
- Be aware of the need to take responsibility for your own professional development
- Play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To carry out any other reasonable duties as requested by your Line Manager, a member of the Senior Management Team or the Headteacher

### **Key Performance Indicators**

1. Attendance and participation of targeted learners/group
2. Learner(s) gaining appropriate accreditation or progress
3. Student and parent/carer level satisfaction.
4. Knowledge and performance in the planning, delivery and assessment of the identified specialist area.

### **Expectations and Values**

ALP Schools are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work in the centres, the postholder will also be expected:

1. Act as an ambassador for the school and the partnership by supporting our values and expectations of learning.
2. Be a significant presence and role model for students and staff and to meet fully the school's dress code.
3. Follow and where appropriate enact all relevant college policies, procedures and guidelines and those agreed by the Partnership.
4. Contribute to development through team planning and review meetings.

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or comes into contact with.

### **Special Factors:**

1. The nature of the work may involve the post-holder carrying out work outside of normal working hours.
2. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
3. Expenses will be paid in accordance with the schools policy
4. This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

**This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.**

ALP Schools seeks to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

### **Person Specification**

Essential (E) Desirable (D)

#### **Education and Qualifications**

- To have achieved a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework. (E)
- Educated to degree level (D)
- Qualified teacher status or equivalent (D)
- To have or be willing to work towards reading/HLTA relevant teaching qualification (E)

#### **Experience**

- Experience of working in a library (D)
- Relevant experience of addressing social exclusion, including but not limited to; youth work, alternative education provisions, community development, dealing with vulnerable people and those with complex needs (SEN). (E)
- Have knowledge of the variety of schemes and resources available to promote reading and literacy in learners (E)
- Experience of implementing and running schemes and interventions to improve learners reading ability (E)
- Experience of working with clear guidelines, procedures and adhering to child protection (E)
- Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies (E)
- Understanding of working with people with challenging behaviour / complex needs / disabilities. (E)
- Ability to quickly establish relationships with young people, vulnerable people and families with complex needs. (E)

### Knowledge, Skills and Abilities

- Willingness to keep up to date in subject knowledge and national developments (E)
- Good Knowledge of special educational needs and disabilities (E)
- Ability to plan and tutor effectively using a variety of strategies. (E)
- Excellent interpersonal skills with both adults and children. (E)
- Willingness and ability to work as part of a team. (E)
- Ability to use coaching and mentoring skills with staff and pupils (E)
- Ability to communicate effectively both verbally and in writing. (E)
- Ability to prioritise and organise own work. (E)
- Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines. (E)
- Knowledge of Health and Safety procedures and their application. (D)
- Proactive approach to problem solving (D)
- Ability to work flexibly in a rapidly changing environment (D)
- Strong understanding of youth and wider community issues (E)
- Computer literate (Word, Excel, Outlook and internet) (E)
- Excellent interpersonal skills, inc active listening (E)
- Strong organisational, planning and time management skills (E)
- Excellent written and communication skills (D)
- Knowledge of social media (D)

### Personality and Social Skills

- To have a 'can do' philosophy (E)
- To enjoy working with young people. (E)
- To be flexible, energetic, adaptable and have the ability to use initiative. (E)
- To identify and develop opportunities (D)

- To carry out professional duties in a positive, helpful and courteous manner. (E)
- To have high aspirations and expectations for their students and themselves. (E)
- Committed to raising standards and continuous improvement. (E)
- To be dedicated to the progression of the students, the school and themselves (E)
- An empathetic nature (E)
- Mature and professional approach to vulnerable people, families and other professionals. (E)
- Ability to maintain confidentiality in the light of handling sensitive information (E)
- Good communication and social skills, with a good sense of humour (E)
- Ability to work flexibly with reference to time and location and meet deadlines (E)
- Ability to cope with difficult interpersonal behaviour and language (E)
- Demonstrate a consistent and positive attitude to challenges (E)
- Demonstration of a solution focussed and flexible approach to management (E)

#### Other Factors

- Full and current driving licence with use of a vehicle for work (D)
- Willingness to drive a company vehicle (D)