

Role Profile & Person Specification



Job Title:	KS3 - Literacy Specialist
Responsible to:	Strategic Lead and English Hub Lead
Terms and Conditions:	Scale UPS Point 1 This position requires a flexible weekly commitment throughout the academic year. Required from September 2026 with 1-2 Training Days in Summer Term 2026 Casual Contract

Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

Core Purpose

- The KS3 Literacy Specialist is an experienced teacher or leader with a strong understanding of how students develop reading fluency, comprehension, and disciplinary literacy. The core purpose of the role is to support partner secondary schools in implementing a whole-school approach to reading, with a particular focus on improving outcomes for pupils with identified literacy needs. The role involves working closely with school leaders and teachers to drive sustainable improvements in reading attainment and to close literacy gaps. This includes evaluating current provision through rigorous data analysis, supporting strategic planning, and providing high-quality coaching and challenge to leaders and staff. Through in-school support, the Secondary Literacy Specialist empowers schools to adopt evidence-informed practices, strengthen teaching across the curriculum, and build staff expertise in supporting struggling readers. In doing so, the role contributes to increasing knowledge and capacity within secondary settings, ensuring that all pupils—particularly those who need the most support—make accelerated progress in reading.

Key Areas of Responsibility

- **Support & Implementation:** Support Partner School leaders to implement effective English strategies with rigour and make evidence-based decisions for the lowest attaining readers, including SEND, EAL, and disadvantaged groups

Role Profile & Person Specification



- **Evaluation & Challenge:** Challenge ineffective practice professionally and ensure Partner Schools adhere to their Systematic Phonics Programme's expectations
- **Reporting & Planning:** Produce an action plan report after each visit detailing specific advice and actions for implementation. Monitor and report progress to the Hub Leadership Team every half-term
- **Audits & Training:** Conduct audits of the school's reading provision and deliver evidence-based professional development sessions
- **Hub Engagement:** Attend all required English Hub training days and meetings

Safeguarding

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Health and Safety

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions. Workplace, Health, Safety and Welfare Regulations 1992.
- Cooperate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development

In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with developments.

Undertake any necessary professional development as identified, taking full advantage of any relevant training and development available.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this role profile.

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown but, in consultation with you, may be changed by the CEO or Board of Trustees to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

	Essential	Desirable
Personal Attributes	<ul style="list-style-type: none">● Relational● Self-aware● Curious● Accepting● Empathetic● Reflective	

Role Profile & Person Specification



Qualifications	<ul style="list-style-type: none"> • QTS • Full driving licence 	<ul style="list-style-type: none"> • A middle of senior leadership qualification/NPQ • Coaching/mentoring training
Experience	<ul style="list-style-type: none"> • Current teacher in KS3, with at least 3 years experience • Currently teaching reading, with a focus on strong fluency instruction • Experience of leading English/reading/writing and/ or KS3 • Excellent understanding of the KS1, KS2 and KS3 curriculum • Proven record of excellent teaching & learning, particularly literacy • Knowledge of fundamentals of phonics • Demonstration of high expectations of pupil and staff achievement/ how pupils catch up quickly • Effective and supportive coaching of colleagues 	<ul style="list-style-type: none"> • Experience in supporting other schools to improve outcomes • Experience of effective teaching across the key stages • Experience of teaching in schools with different contexts, such as high levels of disadvantage, mobility, EAL or SEND • Experience in teaching phonics • Track record of creative and effective engagement with families, particularly those who are harder to reach
Skills/Knowledge	<ul style="list-style-type: none"> • Knowledge of the DfE's reading and writing framework • Evidence of excellent understanding how children learn to read and the promotion of a love of reading • Understanding and experience of effective action planning • Excellent communication and organisational skills • Ability to meet deadlines • Interest in supporting children and teachers beyond their own school. • Ability to lead and develop the teaching and practice of others • Experience of analysing, and overcoming, barriers to effective teaching and learning • Evidence of providing effective support and challenge to others 	<ul style="list-style-type: none"> • Knowledge of supporting children with SEND and EAL to read • Experience in team teaching/coaching in the moment to develop practice
Other	<ul style="list-style-type: none"> • Ability to form strong professional relationships based on trust and respect • Be committed to a 'nurturing and supportive' approach to improvement 	<ul style="list-style-type: none"> • Ability to lead challenging conversations with

Role Profile & Person Specification



	<ul style="list-style-type: none">● Ability to set and sustain high standards in all areas of teaching● Ability to work collaboratively● Ability to lead and motivate others● Willingness to contribute to the English Hub's ethos and values● Passion for reading and writing	positive and constructive outcomes.
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