

# Role Profile & Person Specification



<b>Job Title:</b>	Early Language Literacy Specialist
<b>Responsible to:</b>	Strategic Lead and English Hub Lead
<b>Terms and Conditions:</b>	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 core purpose of the Early Language and Literacy Specialist is to drive improvements in children's communication, language, and literacy, specifically targeting those who need to make the most progress in these areas.
- To work directly with leaders and teachers in the English Hub's Partner Schools to improve outcomes in Communication and Language and Literacy by strengthening Reception Year practice in schools that need the most support
- This role focuses on implementing evidence-based approaches to early literacy and supporting the effective implementation of early language programmes. Early language and literacy specialists will address gaps in oral language, vocabulary, comprehension and early writing to secure strong foundations for future learning.

## Key Areas of Responsibility

- To improve outcomes in communication, language and literacy by strengthening Reception year practice in schools that need the most support
- Be a lead professional, representing the Hub's values in all support work and associated Delivery Hub activity and promote excellent teaching practice in early language and literacy within Reception
- Participate in all CPD, Team Meetings and training linked to the effective delivery of the Hub Programme
- Take responsibility for any personal development needed linked to meeting the challenge checklist in order to provide the best support possible for allocated Partner Schools

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- Under the direction of the Hub Lead, deliver effective support and training for all allocated Partner Schools - both virtually and face-to-face
- Conduct language and literacy audits to diagnose Reception practice and inform a bespoke action plan to address identified priorities
- Ensure the effective delivery of support to allocated Partner Schools by using the QA framework as a guide to monitor and maintain quality
- Support effective implementation of early language programmes such as NELI, including: screening, group organisation and progress monitoring.
- Where schools are already registered for NELI, support delivery challenges they may have by sharing best practice and linking with mentors/ delivery experts to find practical solutions for effective implementation
- Report to the Hub Lead regularly about the delivery of support for all allocated schools, ensuring concerns are reported promptly and achievements are celebrated widely.
- Report all English Hub related activity for each supported school to a high standard and send this information to the Hub Lead
- Work consistently and collaboratively to ensure that all allocated Partner Schools are making effective progress towards meeting the challenge checklist, securing strong foundations for future learning
- Provide intensive in-school support for Partner Schools with the highest level of need, including: modelling, coaching and supporting with planning improvements.
- Work with Partner Schools to model, challenge and evaluate the quality of early language and literacy Reception leadership, providing constructive support and challenge to headteachers and senior leaders as a key priority for ongoing sustainable school improvement.
- With the support of the Hub Lead, set aspirational targets for Reception outcomes around Communication, Language and Literacy early learning goals in allocated Partner Schools. Promoting the importance of focusing on speech, language and communication as a top priority that impacts on whole of life outcomes
- As a key point of contact, effectively promote the work of the English Hub at a local, regional and national level to encourage connectivity and engagement within and beyond current networks; work closely with Early Language Leads in Early Years Stronger Practice Hubs and actively participate in network meetings to ensure continuity from early years provision into Reception
- Ensure all the values and principles represented by the English Hub programme are represented in their own school and supported schools, including adherence to evidence-based practice
- Maintain a strong equity focus by delivering support and coaching that prioritises language and literacy ELG outcomes and helps close gaps for SEND, EAL and disadvantaged pupils
- Promote best practice for schools in working in partnership with parents/carers to support the wider development of children's speech, language, communication and early literacy
- Note: phonics support will not be part of this role. However, Early Language and Literacy Specialists should have a secure understanding of effective phonics practice so they can identify potential issues and ensure these are directed promptly to English Hub Literacy Specialists

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## 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"> <li>● Relational</li> <li>● Self-aware</li> <li>● Curious</li> <li>● Accepting</li> <li>● Empathetic</li> <li>● Reflective</li> </ul>	
Qualifications	<ul style="list-style-type: none"> <li>● QTS</li> <li>● Full driving licence</li> </ul>	<ul style="list-style-type: none"> <li>● A middle of senior leadership qualification/NPQ</li> <li>● Coaching/mentoring training</li> </ul>
Experience	<ul style="list-style-type: none"> <li>● Current teacher in Reception, with at least 3 years experience</li> <li>● Excellent understanding of the EYFS and KS1 curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Experience in supporting other schools to improve outcomes</li> </ul>

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	<ul style="list-style-type: none"> <li>● Proven record of excellent teaching &amp; learning, particularly communication, language and literacy</li> <li>● Demonstration of high expectations of pupil and staff achievement/ how pupils catch up quickly in communication, language and literacy</li> <li>● Effective and supportive coaching of colleagues</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of effective teaching across the key stages</li> <li>● Experience of teaching in schools with different contexts, such as high levels of disadvantage, mobility, EAL or SEND</li> <li>● Track record of creative and effective engagement with families, particularly those who are harder to reach</li> </ul>
Skills/Knowledge	<ul style="list-style-type: none"> <li>● Understanding and experience of effective action planning</li> <li>● Knowledge of the DfE's reading and writing frameworks</li> <li>● Knowledge of the EYFS curriculum</li> <li>● Excellent communication and organisational skills</li> <li>● Ability to meet deadlines.</li> <li>● Interest in supporting children and teachers beyond their own school</li> <li>● Ability to lead and develop the teaching and practice of other</li> <li>● Experience of analysing, and overcoming, barriers to effective teaching and learning</li> <li>● Evidence of providing effective support and challenge to others</li> </ul>	<ul style="list-style-type: none"> <li>● Knowledge of supporting children with SEND and EAL to read</li> <li>● Experience in team teaching/coaching in the moment to develop practice</li> </ul>
Other	<ul style="list-style-type: none"> <li>● Passion for the development of children's speech, language, communication and early literacy and knowledge of how these can impact children's life outcomes</li> <li>● Ability to form strong professional relationships based on trust and respect</li> <li>● Be committed to a 'nurturing and supportive' approach to improvement</li> <li>● Ability to set and sustain high standards in all areas of teaching</li> <li>● Ability to work collaboratively</li> <li>● Ability to lead and motivate others</li> <li>● Willingness to contribute to the English Hub's ethos and values</li> <li>● Ability to lead challenging conversations with positive and constructive outcomes</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to lead challenging conversations with positive and constructive outcomes</li> </ul>