



One Excellence English Hub

Literacy Specialist

Information Pack

Funded by



Department
for Education

English Hubs

One Excellence English Hub



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Who We Are

One Excellence English Hub is one of only 34 English Hubs across England appointed by the Department for Education, recognised for our expertise in the teaching of reading and for taking a leading role in supporting schools to improve their provision for phonics, early reading and early language.

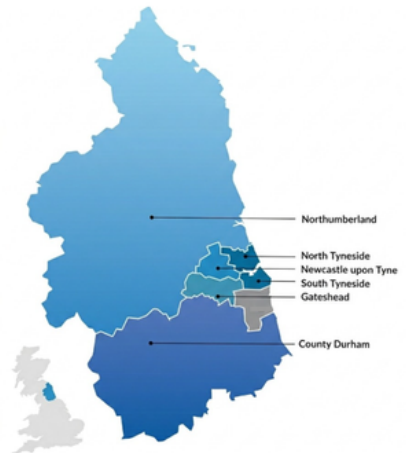
Our work is driven by a strong moral purpose. We focus particularly on supporting the slowest-progress children in Reception and Year 1, ensuring that every child is successful, regardless of background, additional needs or abilities. We believe that high-quality early literacy teaching is fundamental to equity, opportunity and lifelong learning.

As an English Hub, we provide support rooted in the most up-to-date evidence and guidance linked to the three core aims of the English Hubs programme. All of our work offers schools opportunities to evaluate, refine and strengthen their practice, building sustainable capacity and confident leadership in literacy.

We work collaboratively with schools through intensive support partnerships, light-touch support and high-quality professional development. Our team of experienced Literacy Specialists bring deep subject knowledge, practical classroom experience and a commitment to reflective, evidence-informed practice.

One Excellence English Hub supports schools across:

- County Durham
- Newcastle
- Gateshead
- North Tyneside
- South Tyneside
- Northumberland





Expectations and Funding

Literacy Specialist Base School

Base schools must ensure they have the capacity, expertise and commitment to release the Early Language and Literacy Specialist to take part in delivering school-to-school support for the duration of the programme.

Early Language and Literacy Specialists are seconded from their base school through a flexible agreement.

Applications must include a supporting statement from the applicant's Headteacher confirming their commitment to release the member of staff for this time.

Time Commitment

- Summer Term 2026 – Friday 10th July 2026
- Autumn Term 2026 – September – Attend Literacy Specialist visit with an experienced Literacy Specialist
- 1st September 2026 – 20th July 2027 – Secondment on an agreement with the Headteacher.

When completing the application, the headteacher will need to state the frequency the Literacy Specialist can be released (for example, one day a week)

Payment

Schools will receive £375 per Literacy Specialist support day, plus £75 to completed the associated paperwork (total £450).

Specialists must be currently employed by a primary school and will continue to be paid through their school's payroll.





Application Process

Closing Date: 11:59pm, Sunday 7th June 2026

Informed of Longlisting Outcome: Monday 8th June 2026

School Visits: TBC

Interviews (if shortlisted): TCB

Applicants will need to submit:

- An application form on My New Term
- A supporting statement from their Headteacher confirming their commitment to release them for the role within the application form

Please note CVs will not be accepted.

Round 2 – School Visit

Following longlisting, round two of the process will involve a school visit. On this visit, we will observe phonics and meet with the Headteacher and applicant. These visits will be no longer than one hour.

Queries

Please contact Beth Dawson or Abby Moore on 01740 651482 or englishhub@oneexcellence.co.uk





Job Description

Purpose of the role

To promote and develop excellent teaching of phonics using accredited SSP programmes, strong early reading practice and deliberate early language development within and across partner schools.

To promote a love of reading through reading for pleasure pedagogy.

To demonstrate highly skilled teaching, planning and assessment in order to effectively support all pupils to make excellent progress.

To provide support to leaders and teachers both within their own school and externally to partner schools, in order to improve standards in phonics and reading.

Responsibilities

1. Key duties: Be a lead professional, representing One Excellence English Hub in all support work and associated hub work,
2. Participate in all CPD, team meetings and training linked to the effective delivery of the hub programme,
3. Take responsibility for any PD needed linked to meeting the challenge checklist in order to provide the best support possible for allocated partner schools,
4. Under the direction of the Hub Lead, deliver effective support and training for all allocated partner schools, both face to face and virtually if needed,
5. Ensure the effective delivery of LS support to allocated partner schools using the QA framework as a supportive tool,
6. Report to the Hub Lead regularly about the delivery of support for all allocated schools ensuring concerns are reported promptly and achievements are celebrated more widely,
7. Ensure reporting of all English Hub related activity for each supported school is of a high quality and sent to the Hub Lead within 24 hours of LS support work,
8. Work collaboratively to ensure that all allocated partner schools are making effective progress towards meeting the challenge checklist with a particular focus on achieving high outcomes in the PSC in Y1
9. Work with partner schools to model, challenge and evaluate the quality of reading leadership development as a key priority for ongoing sustainable school improvement.
10. With the support of the Hub Lead, set aspirational targets for pupil outcomes in allocated partner schools for PSC and CLL in YR, with a particular focus on the lowest 20% of pupils,
11. 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,
12. Ensure phonics teaching in their own school is of a very high quality and can be modelled to teachers wishing to visit.





Personal Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Full UK driving licence 	<ul style="list-style-type: none"> • Relevant postgraduate degree • NPQ
Professional Experience	<ul style="list-style-type: none"> • Current teacher with at least 3 years' experience in Early Years and/or Key Stage 1. • Excellent understanding of the EYFS and KS1 curriculum • Proven track record of delivering high-quality systematic synthetic phonics using an accredited SSP programme. • Demonstrable impact on pupil outcomes, particularly in early reading and phonics. • Experience of supporting colleagues to improve classroom practice through coaching, modelling and professional dialogue • Demonstration of high expectations of pupil and staff achievement/ how pupils catch up quickly in early reading and writing. • Demonstrates knowledge and application of the Reading and Writing Frameworks 	<ul style="list-style-type: none"> • Experience of working beyond own school, e.g. school-to-school support, advisory work or partnership projects. • Experience of supporting schools with Phonics Screening Check outcomes. • Experience of contributing to literacy leadership or whole-school reading strategy. • 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
Personal Qualities	<ul style="list-style-type: none"> • Strong moral purpose and commitment to ensuring all children can become successful readers. • Highly reflective practitioner with a commitment to continuous improvement. • Flexible, resilient and solutions-focused. • Professional integrity and discretion. • Commitment to equality of opportunity and high expectations for all pupils, regardless of background or need. 	<ul style="list-style-type: none"> • Enthusiasm for promoting a love of reading and reading for pleasure. • Willingness to contribute to the wider work and profile of the English Hub.





Personal Specification

	Essential	Desirable
Knowledge and Understanding	<ul style="list-style-type: none"> • Detailed and secure understanding of effective phonics teaching and assessment. • Strong knowledge of early reading pedagogy, including fluency, comprehension and reading for pleasure. • Understanding of early language development and its role in supporting reading. • Awareness of strategies to support the lowest-attaining pupils, including those in the lowest 20%. • Understanding of the role and priorities of the English Hubs programme. 	<ul style="list-style-type: none"> • Knowledge of evidence-informed research related to literacy and early reading. • Understanding of quality assurance frameworks used to evaluate phonics and reading provision.
Skills and Abilities	<ul style="list-style-type: none"> • Ability to model exemplary teaching practice with clarity and confidence. • Strong interpersonal and communication skills, able to build professional trust and challenge practice sensitively. • Ability to evaluate teaching and learning accurately and provide precise, actionable feedback. • Ability to support and develop reading leadership within schools. • Strong organisational skills, including accurate reporting and meeting deadlines. • Ability to work collaboratively as part of a hub team and under the direction of the Hub Lead. 	<ul style="list-style-type: none"> • Experience of facilitating training or leading professional development for groups of teachers. • Knowledge of supporting children with SEND and EAL to read • Experience in team teaching/coaching in the moment to develop practice





Continuing Professional Development

The Literacy Specialist will take responsibility for their own ongoing professional development, working closely with the Hub Lead/Line Manager to ensure practice remains current, reflective and aligned with the latest evidence and guidance in phonics, early reading and early language.

The role includes participation in mandatory English Hub training and professional development, which is essential to effectively fulfil the responsibilities of the post. Dates for required training will be communicated in advance and attendance must be agreed with the post holder's headteacher.

The successful candidate will be expected to engage fully in all relevant training opportunities, both internal and external, and to apply learning directly to support work with partner schools. This includes actively contributing to hub CPD, team meetings and professional learning communities.

While this role profile seeks to outline the main duties and responsibilities of the post, it is not exhaustive. The post holder will be expected to undertake any reasonable duties consistent with the level and purpose of the role, as requested by the line manager.

The Literacy Specialist is expected to maintain a professional, courteous and welcoming approach at all times, acting as a positive ambassador for One Excellence English Hub when working with colleagues, schools, visitors and external partners.



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