



Reading Intervention + LRC Coordinator

Wrotham School is part of the Character Education Trust, a trust of schools that focus on helping students develop strong character strengths, reach their academic potential and discover where they excel.



ACE School of
CHARACTER





Reading Intervention and LRC Coordinator

Responsible to: SENCO

Contract: Term Time

Hours: 37 hours per week; 0800-1600 Monday-Friday

Salary: Kent Scheme C- FTE £26,956

Job Purpose

To support the school in raising standards of literacy by delivering high-quality, targeted reading interventions to students who require additional support.

The postholder will also be accountable for the effective day-to-day organisation and operation of the Learning Resource Centre (LRC), ensuring that it provides a welcoming, purposeful and accessible environment that promotes reading for pleasure, independent learning and positive attitudes towards literacy.

The postholder will work collaboratively with the SEND, English and wider curriculum teams to identify barriers to reading, deliver appropriate interventions and monitor the progress of students.

Key Responsibilities

Reading Intervention

- Deliver structured reading interventions to individual students and small groups.
- Support students to develop their reading fluency, comprehension, vocabulary, decoding skills and confidence.
- Follow agreed intervention programmes and adapt support appropriately to meet individual student needs.
- Establish positive relationships with students who may lack confidence or motivation in reading.
- Encourage students to develop greater independence and resilience as readers.
- Provide appropriate challenge, encouragement and feedback during intervention sessions.
- Support students with SEND and other identified barriers to literacy.



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**Visit our
website**

www.wrothamschool.com

**Read our
Ofsted report**

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**More
information**

If you would like to discuss the post please contact Ben Sanchez, HR, on **01732 905860** or by email to bsanchez@wrotham.kent.sch.uk

Applications will be considered upon receipt and we reserve the right to withdraw this vacancy should sufficient interest be received or we able to appoint prior to the closing date. Early application is recommended.



 **Character
Education
Trust**

- Work with the SENDCO, Literacy Lead, English Department and other colleagues to identify students requiring additional reading support.
- Contribute to baseline and ongoing assessments of students' reading ability where appropriate.
- Maintain accurate records of student attendance, intervention activity and progress.
- Provide regular feedback to relevant colleagues regarding student engagement and progress.
- Identify where interventions are not having the desired impact and raise this with the appropriate member of staff.
- Support the evaluation of reading interventions using available assessment and progress information.

Learning Resource Centre

- Take day-to-day responsibility for the effective organisation and operation of the LRC.
- Ensure the LRC is maintained as a welcoming, inclusive, orderly and purposeful learning environment.
- Organise, maintain and develop the school's collection of books and reading resources.
- Manage the issuing, returning and recording of LRC resources using the school's library management systems where applicable.
- Monitor overdue, missing and damaged resources and follow school procedures as appropriate.
- Support students in selecting books that are appropriate to their reading ability and interests.
- Develop attractive and engaging displays promoting books, authors, genres and wider literacy.
- Promote new titles and reading recommendations to students.
- Maintain an awareness of suitable contemporary children's and young adult literature.
- Work with colleagues to ensure LRC resources support the wider curriculum.



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- Help develop the LRC as a positive space for independent study, reading and learning.
- Maintain appropriate standards of student behaviour within the LRC in accordance with the school's behaviour policy.
- Monitor LRC resources and make recommendations regarding future purchases.
- Support the effective management of the LRC budget where delegated by the line manager.

Promoting Reading for Pleasure

- Actively contribute to the development of a strong whole-school reading culture.
- Encourage students of all abilities to read regularly and explore a broad range of texts.
- Develop initiatives that increase student engagement with the LRC and reading.
- Support activities such as reading challenges, book clubs, author events and World Book Day.
- Work with departments to promote subject-specific reading and wider curriculum literacy.
- Identify opportunities to celebrate students' reading achievements.
- Help ensure the LRC reflects the diversity of the school community through an inclusive and appropriate range of texts and resources.

Student Support

- Develop positive, professional relationships with students.
- Provide encouragement and support to students who may have experienced difficulties or frustration with reading.
- Promote high expectations for behaviour, engagement and learning.
- Recognise and respond appropriately to individual student needs.
- Work collaboratively with teaching, pastoral and SEND staff where literacy difficulties are contributing to wider barriers to learning.
- Promote students' confidence, independence and self-esteem.



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Administration and Monitoring

- Maintain accurate and confidential records relating to reading interventions.
- Record and monitor student participation and progress.
- Assist with the preparation of reports and progress information when required.
- Provide information to the line manager to support the evaluation of literacy provision.
- Maintain appropriate records relating to LRC stock and resources.
- Use school information and IT systems appropriately and in accordance with data protection requirements.

Wider Responsibilities

The postholder will:

- Work positively and professionally as part of the wider school team.
- Attend relevant meetings and training as required.
- Participate in appraisal and professional development.
- Maintain confidentiality at all times.
- Follow all school policies and procedures.
- Promote equality, diversity and inclusion.
- Support the school's values, ethos and expectations.
- Carry out other reasonable duties appropriate to the level and nature of the role as directed by the Headteacher or line manager.

Safeguarding

The postholder has a responsibility to safeguard and promote the welfare of children and young people.

They must:

- Follow the school's safeguarding and child protection policies and procedures.



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- Remain vigilant to indicators of abuse, neglect or other safeguarding concerns.
- Report concerns promptly through the school's agreed safeguarding procedures.
- Complete all required safeguarding training and updates.
- Maintain appropriate professional boundaries with students.

Person Specification

Essential

Qualifications and Knowledge

- Good standard of education, including English and Maths at GCSE Grade 4/C or equivalent.
- Strong literacy skills and a secure understanding of written and spoken English.
- An understanding of the importance of literacy and reading in supporting students' wider educational achievement.
- An understanding of safeguarding responsibilities when working with children and young people.

Experience and Skills

- Ability to work effectively with secondary-aged students.
- Ability to support students individually and in small groups.
- Strong communication and interpersonal skills.
- Good organisational and administrative skills.
- Ability to maintain accurate records and monitor progress.
- Competence in the use of IT and standard office software.
- Ability to work independently and use initiative while also contributing effectively to a team.

Personal Qualities

- Enthusiastic about books, reading and literacy.



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- Patient, encouraging and able to motivate reluctant or less-confident readers.
- Positive and approachable.
- Reliable and well organised.
- Able to establish appropriate professional relationships with young people.
- Committed to high expectations for all students.
- Committed to safeguarding and promoting the welfare of children and young people.

Desirable

- Previous experience of working within a secondary school.
- Experience of delivering reading, literacy or phonics interventions.
- Experience of working with students with SEND.
- Experience of using reading assessment information to inform intervention.
- Experience of working in a school library or Learning Resource Centre.
- Knowledge of library management systems.
- Knowledge of children's and young adult literature.
- Experience of organising reading activities, book clubs or literacy events.
- Relevant Level 2 or Level 3 supporting teaching and learning qualification, or equivalent.

Additional Information

This job description outlines the main duties and responsibilities of the post. It is not intended to be an exhaustive list and may be reviewed and amended, following consultation with the postholder, to reflect the changing needs of Wrotham School and Character Education Trust.

Equal opportunities employer

Wrotham School is fully committed to equal opportunity employment and actively encourages applications from all potential candidates regardless of race, gender, sexuality and disability.



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Safeguarding

Wrotham School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced Disclosure Application to the Disclosure and Barring Service and check against the ISA Barred List for children.

Contact Wrotham School

We highly recommend contacting us to arrange an informal visit to the school to fully understand what makes Wrotham School such a desirable place to work.

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I truly believe that every child can succeed when they are given the right tools, opportunities, and support. Every child is unique, and we adapt our teaching to help each one reach their full potential.

Character Education

A central part of my vision is Character Education. Who our students are is just as important as what they achieve. We reward good character, recognise excellent attendance, and encourage students to lead and inspire others. Our staff lead by example, modelling integrity, respect, and resilience. Children take on roles such as Character Ambassadors and participate in the School Council, helping them build confidence, responsibility, and a sense of belonging.

At Wrotham, we equip children with the confidence, skills, and resilience they need to succeed in an ever-changing world. We provide personalised learning experiences that spark curiosity, encourage ambition, and help each child shape their own journey. I believe in opening doors for every student and empowering them to explore their passions and achieve all they are capable of.

I am also committed to valuing our dedicated staff, ensuring they are supported, inspired, and equipped to deliver the very best education. A happy and motivated team is essential for a thriving school.

Compassionate, responsible young people

We work closely with families and the wider community, building strong relationships that enrich each child's experience. Together, we nurture not only successful learners but also compassionate, responsible young people who are ready to make a positive difference in society.

At Wrotham, we aim to create a school where character is built, opportunities are abundant, understanding is nurtured, respect is shared, success is celebrated, and excellence is pursued in all we do.



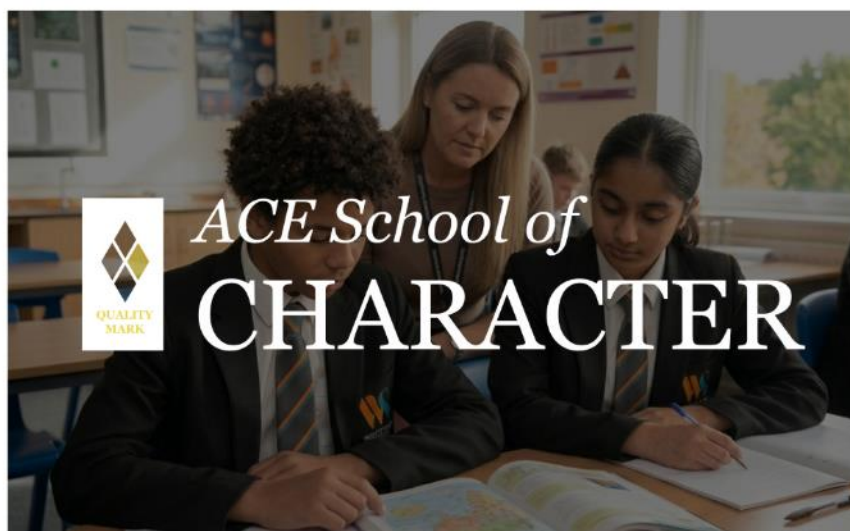
Mrs Laura Abbott
Headteacher

Wrotham

Wrotham is a small village in the heart of Kent, surrounded by a scenic rural landscape and beautiful countryside.

By road - excellent access from the A20/M20 and close proximity to the A2/M2/M25/M26. Journey by road from Bromley/Dartford/Bexley/Orpington varies from 15-30 minutes.

By rail - The local mainline station is a 10 minute walk and is on the direct commuter line to Victoria Station via Bromley South.



Wrotham School is a highly successful comprehensive school that boasts outstanding behaviour, supportive parents and a deeply embedded culture of high expectations. It is a school where students make outstanding progress and achieve some of the highest progress and attainment scores in Kent.

The school has been recognised for its excellent work on Character Education by being awarded the prestigious School of Character Kitemark – a formal acknowledgement of the work the school has done to promote and develop good character in the school community.

Wrotham School prides itself on its low staff turnover due to our friendly and supportive staff team, career development opportunities and commitment to flexible working with a healthy work life balance.

We are a progressive and innovative school that provides a positive and productive place to work for teachers of all experience levels.



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Building Character, Creating Opportunities.



Character education helps develop the ability to make good decisions and good choices. In a world where technology means young people have to make split second decisions, and have so much information at their finger tips, we have a responsibility to help develop their character.

We are a multi-academy trust that exists to provide outstanding education in both primary and secondary schools in Kent. The key aim of our Trust is to give young people the tools they need to be well qualified to achieve success and well-being, and to have choices in adult life. To achieve this, we aim to help young people develop good character strengths, reach their academic potential and discover where they excel.

We invite you to visit our websites to discover more about the trust and our schools.

- ▶ www.charactereducationtrust.org
- ▶ www.wrothamschool.com
- ▶ www.aylesford.kent.sch.uk

**New approaches
to collaborative
working**

**Support the mental
health and wellbeing
of students and staff**

**Professional
development
opportunities**

**A strong sense of
community**

**Focussed on growing
leaders from within
our schools**