



Job Title:	Teacher of English & Whole School Literacy Lead.
Salary:	MPS/UPS, plus TLR2b
Location:	Yardley Wood, Birmingham
Start:	Permanent from September, early start considered

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### **Job Description:**

Responsible to the Head of English

Birmingham Diocesan Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment. This post is subject to safer recruitment measures, including a DBS check.

### **Purpose of the Role**

The Whole-School Literacy Lead will drive strategic development of reading, writing, spelling, oracy, and communication across the school. The role aligns with the Ofsted Education Inspection Framework (EIF), emphasising a broad and ambitious curriculum, reading as foundational, and high expectations for pupils' communication and vocabulary.

### **Strategic Leadership of Whole-School Literacy**

- Lead the vision, policy and strategic direction for literacy, ensuring alignment with whole-school priorities and EIF requirements.
- Develop and implement a whole-school literacy strategy covering reading, writing, spelling, vocabulary and oracy.

### **Reading Leadership**

- Lead whole-school approaches to reading, including reading culture, comprehension and disciplinary reading.
- Oversee targeted reading interventions and ensure support for disadvantaged and SEND pupils.
- Promote a school-wide culture where reading is valued and widely embedded.

### **Writing & Spelling**

- Ensure effective writing instruction across subjects, including extended writing and academic accuracy.
- Embed consistent whole-school approaches to spelling and vocabulary development.

#### **Oracy & Communication**

- Lead a whole-school oracy strategy to improve spoken communication and vocabulary acquisition.
- Promote structured talk, debate and high-quality teacher modelling of language across the curriculum.

#### **Staff Training & Professional Development**

- Design and deliver CPD on literacy, reading instruction, writing strategies, vocabulary teaching and oracy.
- Coach colleagues and support literacy embedding within curriculum planning.

#### **Monitoring, Evaluation & Impact**

- Conduct learning walks, book looks, pupil voice and data analysis to assess literacy implementation.
- Track impact of literacy strategies and interventions and report to SLT and governors.

#### **Working with Stakeholders**

- Engage parents in supporting literacy at home.
- Work with external partners such as libraries and community groups.

#### **Safeguarding & Inclusion**

- Ensure literacy approaches meet the needs of all learners including SEND and disadvantaged pupils.
- Uphold safeguarding responsibilities at all times.

#### **Classroom leadership of curriculum, teaching and learning in English**

- Ensuring that a high-quality educational experience in English is available for all students.
- Support the development of the English curriculum to ensure that it is rich, relevant, and inspirational and contributes to outstanding educational and whole person outcomes.
- Ensuring that the English classrooms provide a positive learning environment that promotes the highest achievement for all.
- Inspiring a passion for English in every member of the school community.
- Continuously develop in order to provide a model of outstanding practice to all English staff in teaching.
- Support the Head of Department – English in securing and sustaining effective teaching and learning throughout the English department by assisting in monitoring and evaluating the quality of teaching and standards of students' achievement, using benchmarks and setting targets for rapid improvement of all children including those in vulnerable groups.
- Support the implementation of creativity, innovation, and the use of appropriate new technologies to achieve excellence in English.
- Keeping abreast of educational developments and best management practice in English to introduce and disseminate appropriate innovation and contribute to joint practice development.
- Collaborate with other Teachers of English, and wider professional communities to exploit wider curriculum application opportunities.
- Ensure that all academy policies and procedures are followed by all team members



Person Specification

Category	Essential	Desirable
Qualifications:	Qualified Teacher Status Degree in English or related subject or equivalent	Leadership training such as NPQ
Experience:	Strong teaching experience with evidence of excellent practice	Leadership of literacy or curriculum Experience delivering staff training
Knowledge & Understanding:	Strong understanding of the Ofsted EIF, including reading and communication expectations Knowledge of evidence-based literacy strategies	
Skills & Abilities:	Ability to lead change and improve staff practice Strong communication and organisational skills Ability to analyse data and evaluate impact	
Personal Qualities:	High expectations Passion for literacy Reflective and resilient Commitment to safeguarding	