

## JOB DESCRIPTION

[Chingford Foundation School](#)

[Chingford Academies Trust](#)

<b>Title of Post:</b>	Literacy Coordinator
<b>Grade/Pay Range:</b>	MPS/UPS + TLR 2C (Outer London)
<b>Department:</b>	English / Whole School
<b>Responsible to:</b>	Director of Faculty / Senior Leadership Team
<b>Responsible for:</b>	Reading and Literacy Lead; Writing and Oracy Lead; whole-school literacy strategy

Literacy is a key whole-school priority at Chingford Foundation School. The Literacy Coordinator will provide strategic leadership for literacy across the school, working within the English Faculty but with a whole-school remit. This is a new post reflecting the school's commitment to building a structured, effective, and sustainable approach to literacy development for all students.

### FACILITIES AND RESOURCES

The school provides outstanding facilities, including a dedicated suite of rooms for English, a well-resourced reading library, and a department hub for staff collaboration.

### LINE OF RESPONSIBILITY

The post holder is directly responsible to the Director of Faculty on curriculum matters and to the relevant Director of Key Stage for pastoral issues.

### JOB PURPOSE

- To provide strategic leadership for whole-school literacy, including the development, implementation and evaluation of a coherent literacy strategy that secures high standards of reading, writing, oracy and vocabulary across all subjects and year groups.
- To line manage the Reading and Literacy Lead and Writing and Oracy Lead post-holders, providing clear direction, support and challenge to ensure the quality and impact of literacy provision.
- To lead the school's literacy CPD programme, supporting all teaching staff to embed effective, evidence-informed literacy practices consistently across the curriculum.

### MAIN DUTIES / RESPONSIBILITIES

1. To develop, implement and regularly review a whole-school literacy strategy, including a clearly defined literacy action plan with measurable targets and success criteria.
2. To ensure the literacy strategy is aligned with whole-school priorities, including Teaching and Learning, Inclusion, Behaviour for Learning and the School Improvement Plan.

- To articulate and promote a clear, shared vision for literacy across the curriculum, ensuring consistent expectations for reading, writing, vocabulary and oracy in all subjects.
  - To ensure literacy initiatives are sustainable, evidence-informed and manageable, supporting long-term improvement and staff buy-in.
  - To provide strategic oversight of the school's approach to reading, writing and oracy, ensuring a coherent and balanced approach across all phases and subjects.
  - To support the development of a strong reading culture, including reading for pleasure, reading aloud, tutor-time reading and effective use of the library.
  - To promote approaches that develop students' academic language, confidence and spoken communication, particularly for disadvantaged and vulnerable learners.
  - To work closely with Heads of Department to embed disciplinary literacy, ensuring subject-specific reading, writing and vocabulary demands are explicitly taught.
  - To support departments in planning and implementing literacy strategies that are meaningful, relevant and appropriate to each discipline.
  - To quality-assure literacy practice across the curriculum through agreed monitoring activities such as work scrutiny, lesson visits and professional dialogue.
  - To line manage the Reading and Literacy Lead and Writing and Oracy Lead, setting clear expectations, monitoring impact and supporting professional development.
  - To hold post-holders to account for the quality, consistency and impact of reading and writing provision across the school.
  - To foster a collegiate and reflective professional culture around literacy, encouraging collaboration, sharing of effective practice and professional dialogue.
  - To design, coordinate and deliver high-quality CPD for all teaching staff on literacy, including disciplinary literacy, vocabulary instruction, reading comprehension and extended writing.
  - To support ECTs and trainee teachers in developing strong literacy pedagogy, in collaboration with induction and ITT leads.
  - To coach and support colleagues in developing effective literacy practice, including modelling strategies where appropriate.
3. To conduct and analyse an annual whole-school literacy audit, using outcomes to identify priorities, inform strategy and measure impact over time.
- To develop or coordinate appropriate literacy assessment tools to identify need, track progress and evaluate the effectiveness of provision.
  - To lead the school's preparation for and response to the statutory Year 8 reading assessment, ensuring the school is operationally ready, that staff understand its purpose and implications, and that outcomes are used to inform targeted support and whole-school literacy strategy.

4. To analyse and act on data from the statutory Year 8 reading assessment, reporting outcomes to the Senior Leadership Team and Governors and using findings to adapt literacy provision accordingly.
  - To use data and assessment outcomes to identify trends in literacy attainment and plan targeted responses.
  - To monitor literacy outcomes for key groups, including disadvantaged students, SEND, EAL and low prior attainers, adapting provision as required.
  - To work closely with the SENCo, Inclusion team and pastoral staff to ensure literacy provision meets the needs of all students.
  - To champion inclusive classroom literacy practice, supporting staff to adapt teaching to remove barriers to learning.
  - To support the planning and evaluation of targeted literacy interventions, ensuring they complement high-quality classroom practice.
  - To lead on the procurement, deployment and evaluation of literacy and reading resources across the school.
5. To liaise with external partners, including feeder primary schools and community organisations, to support literacy development and transition.
6. To support communication with parents and carers regarding literacy, including guidance, resources and celebration of success.
  - To promote and coordinate literacy-related events and enrichment activities, such as reading weeks, competitions and national events.
  - To prepare termly reports for the Senior Leadership Team and at least two reports per year for Governors on literacy provision, progress and impact.
  - To contribute to the school's self-evaluation and development planning processes in relation to literacy.
  - To model high standards of professionalism and commitment to the school's values.
  - Other reasonable duties as directed by the Director of Faculty or Senior Leadership Team.

#### **GENERAL**

- The duties listed are neither exclusive nor exhaustive; the post-holder may be required to carry out other duties as directed by the School.
- Always to perform duties in all elements of the role in a professional manner and with integrity, mindful of confidentiality as appropriate.
- To be committed to, and comply with, all school and Trust policies.
- To comply with all provisions of the Health and Safety at Work Act 1974 and all relevant legislation and school policy.
- To participate in Performance Management in line with school policy.

- To participate in continuing professional development opportunities as directed or identified through appraisal.
- To manage internal and external relationships, striving for excellence in stakeholder satisfaction.
- To work effectively and successfully within your team.

**OTHER REQUIREMENTS**

- To have an up-to-date Enhanced DBS Disclosure.

**SAFEGUARDING**

Safeguarding students of the Trust is a priority. All appointments to posts in the Trust are made through stringent adherence to the requirements of 'Keeping Children Safe in Education' (most recent edition). The schools in the Trust maintain a cohort of staff trained in Safer Recruitment and the trained colleague(s) most appropriate to this post will participate in the selection process.

All staff will be trained annually in Child Protection requirements. Cognisant of Part 1 of 'Keeping Children Safe in Education', (most recent edition), staff are required to refer all Child Protection concerns to the Child Protection trained staff team in their school (recognising that they can refer directly themselves to LBWF in extraordinary circumstances). Those trained in Child Protection are identified throughout Trust and school documentation and on the school websites.

Within their work, employees are required to identify, attempt to prevent or at least minimise the risk of interpersonal abuse or violence; safeguarding children, other vulnerable people and themselves. This includes the timely sharing of information with appropriate colleagues to enable action to be initiated and protection to be afforded to both students and/or colleagues as needed.

All employees are required to be aware of and update colleagues, as appropriate, to comply with current legislation and statutory guidance which will affect their practice in role and must adhere to all policies and protocols of Chingford Academies Trust and their school within the Trust.

Name of Postholder .....

Signature ..... Date .....

**PERSON SPECIFICATION  
LITERACY COORDINATOR**

<b>JOB REQUIREMENTS</b>	<b>Essential</b>	<b>Desirable</b>
<b>QUALIFICATIONS</b>		
Qualified teacher status	X	
Degree or equivalent	X	
Evidence of recent professional development		X
<b>EXPERIENCE</b>		
Proven experience of teaching at KS3 and KS4 with excellent classroom management skills	X	
Experience of leading an initiative	X	
Experience of teaching literacy skills		X
<b>SKILLS, KNOWLEDGE AND UNDERSTANDING</b>		
Ability to communicate effectively at all levels	X	
Good interpersonal skills	X	
Ability to use initiative and prioritise work	X	
Ability to work to deadlines	X	
Confident user of ICT	X	
Understanding of literacy requirements across the school at KS3 and KS4	X	
Practical understanding of effective strategies for learning and teaching	X	
Ability to motivate staff and students	X	
Experience of monitoring progress of students and intervening where necessary	X	
Evidence of raising student achievement	X	
Ability to gather, analyse and interpret data for effective target setting	X	
<b>PERSONAL ATTRIBUTES</b>		
Flexible approach to work	X	
Ability to work well as part of a team	X	
Ability to quickly gain the respect of all students and staff and foster appropriate relationships	X	
Commitment to school ethos and direction	X	
High standard of punctuality	X	
Self-motivated	X	

Commitment to raising standards of behaviour through improved teaching and learning skills	X	
Appointment to the post is subject to a satisfactory enhanced Disclosure and Barring scheme check	X	
A commitment to on-going personal development and willingness to undertake appropriate training	X	
<b>SAFEGUARDING</b>		
Ability to form and maintain appropriate relationships and boundaries with students	X	
Understanding of Safeguarding procedures	X	
Enhanced satisfactory DBS check	X	

This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18.

The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.

**The Trust as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf.**