



One Excellence English Hub

Early Language 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, recognized 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.

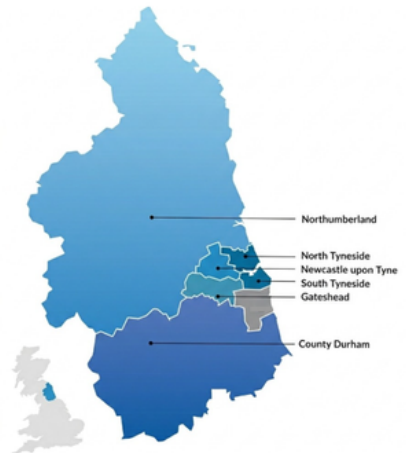
Our work is driven by a strong moral purpose. We focus particularly on supporting the slowest-progress children in Reception and Year 1, ensuring that every child is successful, regardless of background, additional needs, or abilities. We believe that high-quality early literacy teaching is fundamental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

Early Language 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 - 24th June, 25th June, 29th June, and 2nd July 2026 Early Language Literacy Specialist Days (this must be attended)
- 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 complete 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 spend time in the Early Years environment observing interactions and meeting with the Headteacher and applicant. These visits will be no longer than one hour.

Queries

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





Job Description

Purpose of the role

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.

Note: Phonics support will not be part of this role. However, ELLS 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.

Responsibilities

1. 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.
2. Participate in all CPD, Team Meetings and training linked to the effective delivery of the Hub Programme.
3. 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.
4. Under the direction of the Hub Lead, deliver effective support and training for all allocated Partner Schools – both virtually and face-to-face.
5. Conduct language and literacy audits to diagnose Reception practice and inform a bespoke action plan to address identified priorities.
6. Ensure the effective delivery of support to allocated Partner Schools by using the QA framework as a guide to monitor and maintain quality.
7. Support effective implementation of early language programmes such as NELI, including: screening, group organisation and progress monitoring.
8. 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.
9. 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.
10. Report all English Hub related activity for each supported school to a high standard and send this information to the Hub Lead within 24 hours of ELLS support work.





11. 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.
12. Report all English Hub related activity for each supported school to a high standard and send this information to the Hub Lead within 24 hours of ELLS support work.
13. 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.
14. Provide intensive in-school support for Partner Schools with the highest level of need, including: modelling, coaching and supporting with planning improvements.
15. 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.
16. 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.
17. 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.
18. Work collaboratively with English Hub literacy specialists to ensure that early language, early literacy and phonics support are appropriately co-ordinated and sequenced, so that schools receive a coherent and complementary offer.
19. 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.
20. 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.
21. 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.





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. • Excellent understanding of the EYFS curriculum • Demonstrable impact on pupil outcomes, particularly Early Language • Experience of supporting colleagues to improve classroom practice through coaching, modelling and professional dialogue • Demonstration of high expectations of pupil and staff achievement. • Knowledge of DfE's Reading and Writing Frameworks. • Excellent communication and organisational skills. • Ability to support effective implementation and sustainable change. 	<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 contributing to Early Years leadership • 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 • A secure understanding of effective phonics practice.
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 quality adult interactions. Strong understanding of pedagogy and the developmental journey in communication, language and literacy (CLL) in EYFS 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. Skilled in diagnosis through data, observation and professional dialogue. 	<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. 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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