



WESTCOUNTRY SCHOOLS TRUST JOB DESCRIPTION

Job Title:	Literacy Coordinator (Fresh Start and Phonics)
Location:	Across the Trust (based at Ivybridge Community College currently)
Grade/salary:	Devon Legacy Pay Scales range, Grade D (SCP 8 – 12) Under 5 years' Service: £22,429 - £23,912 Over 5 years' Service: £22,887 - £24,400
Hours:	37 Hours per week, 38 weeks per year
Reports to:	Assistant Principal
Responsible for:	Not Applicable
Key relationships:	Literacy Team, Learning Resource Centre, Pastoral, Safeguarding and wider Teaching Colleagues

Job Purpose

The Literacy Coordinator (Fresh Start and Phonics) supports the effective operation of the trust and works to uphold and promote its vision and values.

The Literacy Coordinator (Fresh Start and Phonics) supports the delivery and administration of the Fresh Start Read Write Inc. Programme across the college. Working under the guidance of the Assistant Principal and Secondary Intervention Teacher, the role involves delivering small group phonics sessions, supporting training logistics, maintaining administrative aspects of the programme, and assisting with data tracking and communication. The postholder plays a key role in ensuring students receive Quality Assured targeted literacy support.

Duties and Responsibilities

1. At all times demonstrate and uphold WeST's core values, ensuring that behaviour, actions and decisions align with the principles that guide our work.
2. Coordinate the day-to-day delivery of the Fresh Start programme, ensuring materials and sessions are prepared.
3. Work with small groups of students or on a one-to-one basis to deliver intervention sessions.
4. Assist with maintaining the Fresh Start portal and basic record-keeping.
5. Responsible for timetabling the Literacy Teaching Assistants to deliver literacy interventions to students.
6. Support the Examinations' Team with diagnostic testing and resits (e.g. NGRT, YARC), ensuring smooth administration.
7. Undertake some data analysis using the diagnostic testing data to identify trends and students requiring interventions.
8. Help monitor student progress and flag students who may need additional support or resits.
9. Support with ensuring quality assurance of literacy programmes alongside the Secondary Intervention Teacher.
10. Liaise with Literacy and SEND Teaching Assistants to ensure consistency supporting students requiring literacy interventions.
11. Coordinate Fresh Start Development Days alongside the Secondary Intervention Teacher and the Assistant Principal responsible for Literacy.
12. Support the organisation and delivery of internal training sessions to support the delivery of interventions.

13. Maintain literacy-related displays and resources.
14. Provide general clerical support to the literacy team.
15. Communicate with parents and staff regarding student progress, under guidance.
16. Attend to the welfare and personal care needs of students, including those with special educational needs and/or medical needs.
17. Maintain student data in college databases/files in accordance with Trust policies and GDPR requirements.
18. Supporting with the coordination and delivery of other intervention programmes where required.
19. Attend occasional out of college hours functions as required. This may from time to time include accompanying teaching staff and students on visits, trips and offsite activities as required.
20. Preparing and contributing to Trust wide development, by sharing best practice and professional feedback.

All roles include the following:

21. To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
22. To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
23. Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
24. To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.

PERSON SPECIFICATION

E = Essential, D = Desirable

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:			
Compassion:			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	E		X
Aspiration:			
Works to high expectations, modelling the delivery of high-quality outcomes	E		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	E		X
Integrity:			
Acting always in the interests of children and young people,	E		X
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	E		X
Communicating with transparency and respect, creating a working environment based on trust and honesty	E		X
Collaboration:			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	E		X
QUALIFICATIONS:			
A good level of education to include GCSE Grade C/Level 5 or above in English and Maths	E	X	
Level 3 qualification or equivalent in the relevant field (Literacy, English for example) or applicable experience	E	X	
EXPERIENCE:			
Experience of working in a busy, fast paced environment	E	X	X
Experience working in a school or similar setting	D	X	X
Experience of working with small groups of children of secondary age, or on a one-to-one basis	E	X	X
Experience of delivering phonics-based programmes (e.g. Fresh Start)	D	X	X
KNOWLEDGE, SKILLS AND ABILITIES:			
Ability to communicate to a variety of stakeholders, including staff, students, and parents	E	X	X
Ability to confidently instruct and mentor skills of young people	E	X	X
Ability to follow instructions and use own initiative	E	X	X
Strong commitment to the personal development of young people	E	X	X

Accuracy and attention to detail	E	X	X
Good timekeeping and reliability	E	X	X
Ability to work as part of a team	E	X	X
Basic understanding of SEND and literacy support	E	X	X
Ability to use technology to a good level (e.g. computer, photocopier)	E	X	X
Ability to undertake basic level data analysis	E	X	X
Always maintain the confidentiality of information	E	X	X
Knowledge and foundation understanding of Safeguarding and the welfare of children and young persons	E	X	X
FURTHER REQUIREMENTS:			
Willingness to undertake development and training relevant to the role, when required	E	X	X