



Ladybridge High School

Person Specification

Whole School Literacy Lead

Aspects	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Degree or equivalent in English. • Qualified Teacher Status. 	<ul style="list-style-type: none"> • Evidence of accredited professional development relevant to the role.
Experience/Skills	<ul style="list-style-type: none"> • Previous experience of successful school leadership. • Proven track record of innovative and effective teaching and learning. • Knowledge of effective literacy strategies from reading, research and personal experience. • A track record of delivering high quality English GCSE outcomes. • Ability to articulate a well-defined personal philosophy of education and a clear vision for the role of Whole School Literacy Lead. • Ability to strategically plan how to raise literacy levels across a secondary school. • An understanding of the different aspects of literacy, including reading age scores, learners' comprehension skills, ability to make inference and the depth and breadth of learners' vocabulary. • The ability to motivate and inspire staff outside the English team to prioritise vocabulary and literacy development. • An understanding of why vocabulary development is crucial for all academic learning. • An ability to communicate the importance of vocabulary development to others. • The ability to develop strong relationships with young people based on mutual respect. • A commitment to regular and on-going professional development and training to improve effectiveness as a teacher and leader. • The experience of challenging, as well as supporting, colleagues to improve the educational experience of young people. 	<ul style="list-style-type: none"> • Previous experience of successfully leading whole school literacy. • Experience of improving the quality of written communication of learners in academic areas outside of English. • Experience of working in a multi-cultural school. • Experience of leading whole school strategies and interventions. • Experience of monitoring and evaluating whole school strategies and interventions. • Experience of introducing evidence informed practice into school. • Experience of creating professional networks with colleagues from other schools. • An appreciation of specific strategies that improve literacy in different subject disciplines. • Experience of successful literacy catch up programmes. • Experience of successful provision for learners who are New To English (NTE).

Key qualities	<ul style="list-style-type: none"> • A willingness to learn and collaborate with others. • A commitment to improving the life chances of young people. • The ability to use own initiative to solve complex challenges. • A positive role model to staff and learners. • A commitment to read, research and collaborate with others within school and externally. • The ability to enthuse and engage others, including those who may be reluctant to recognise the importance of literacy in their subject area. • Always demonstrates professional and personal integrity. • Strong planning and organisational skills. • Consistency in meeting deadlines and working well under pressure. • Unafraid to take risks, with the humility to learn from mistakes. • The flexibility to change approach and strategy as appropriate. • An awareness of own strengths and areas for improvement. 	
Written application/ communication	<ul style="list-style-type: none"> • A well-structured, reflective application which demonstrates an ability to achieve the expectations outlined in the job description. • An ability to synthesise and pinpoint key messages. • An ability to communicate effectively with a wide range of audiences. • Demonstration of excellent literacy skills. 	
Equal Opportunities	<ul style="list-style-type: none"> • An understanding of issues regarding equal opportunities for all. 	
Other aspects	<ul style="list-style-type: none"> • Total commitment to exemplifying the Teachers' Standards at all times. • Appropriate professional appearance and conduct at all times. • Committed to safeguarding all learners at all times. • Enhanced clearance from the Disclosure and Barring Service. 	