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| **Job title:** | Lead Practitioner (Phonics, Reading and Communication) |  |  |  |
| **Salary:** | SO1 | | | |
| **Line manager:** | Phonics Lead | | | |
| **Supervisory responsibility:** | None | | | |
| **Hours:** | Part Time (20 hours, to be agreed) | | | |

**INTRODUCTION**

All staff are required to carry out their duties in accordance with all school policies and procedures. The duties outlined in this job description are correct at the time of creation but may change in accordance with the needs of the school.

This role is to work closely with the subject lead for literacy.

**MAIN PURPOSE OF THE ROLE**

* To deliver phonics training to all staff in school as appropriate to the needs of their class
* To manage the regular delivery of phonics champions support on a monthly basis
* To oversee the effective delivery of phonics and reading across school through regular support and monitoring of practice
* To lead intervention for phonics across school focusing on children who need additional and individualise input on a daily basis
* To step into classes when there are staff shortages to ensure the continuity of the teaching of reading
* To liaise with the local library to organise regular visits and input
* To organise and celebrate reading through local and national initiatives such as world book day
* To source funding for reading from appropriate sources – to audit and monitor stock and resourcing and work with the literacy lead to utilise the budget appropriately
* To support parents and families to understand how reading is taught at Highbury and to create opportunities that support children to continue their reading experience at home
* To work with the business manager and FLO to identify children who do not have access to books at home through the pupil premium strategy
* To ensure that record keeping of children’s progress in reading is maintained consistently and accurately across the school
* To liaise with the SALT to ensure that referrals to the service are followed through and that all advice issued to staff is implemented and tracked consistently
* To monitor the effectiveness of vocabulary programmes such as ‘See and Learn’ across the school, offering timely and effective support as required
* To ensure that there is a consistent approach to the use of total communication across the school, including any specific resources needed for classes and individuals

**OPERATIONAL DUTIES**

* To organise all central resources so that they are tidy and accessible at all times and are kept in good order.
* To manage the library
* To contribute to annual review reports for children, with specific reference made to progress under relevant EHC outcomes.
* Deliver feedback to staff as required on the delivery of phonics and reading and the curriculum
* Maintain evidence of phonics and reading across the school providing an annual report to governors on the quality of phonics and reading at Highbury and publish this report to the school website.
* To post regularly to Weduc
* To source and attend relevant training and be ahead of new government initiatives in relation to the teaching of reading – understanding how to effectively disseminate this to the wider school community

**ARRANGEMENTS AND ADDITIONAL INFORMATION**

* You will be expected to attend some staff meetings and this time will be added to your contract.
* This document and job role will be reviewed annually as part of performance management.

**SAFEGUARDING**

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The successful candidate will be subject to an Enhanced Disclosure & Barring Service background check.

**SCHOOL VISION**

At Highbury we work towards a very simple but important aim that during their time at school every child will shine. We want every child who attends our school to have the skills and confidence they need to have a valued voice, to keep themselves safe from harm, to make positive choices and to understand their worth and the contribution they can make to the world.

We want all of our children to feel part of a proud community of pupils, staff and parents who advocate for one another and break down barriers and misconceptions.

We do not limit our influence to the Highbury community and we aim to share our expertise and experiences with other practitioners and partners across Calderdale in order to ensure that the Highbury vision becomes a shared one.

**Highbury School Person Specification Post Title: Lead Practitioner (Phonics, Reading and Communication)**

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| **ATTRIBUTES** | **ESSENTIAL** | **DESIRABLE** | **HOW IDENTIFIED** |
| **PRACTICAL INTELLECTUAL SKILLS AND QUALIFICATIONS** | GCSE maths, Science and English (grade C or equivalent)  Strong working knowledge of the teaching of reading through synthetic phonics and other approaches  To communicate effectively with pupils, staff, parents/carers, governors & visitors  Strong ICT skills using a range of programmes and software  To be able to write in standard English  To be able to read. digest and implement advice from a range of professional reports  To be able to contribute to relevant training events | Degree or equivalent qualification    Manual handling training    Medical needs training  Basic First Aid Qualification (e.g., St. John's or Red Cross)  Knowledge of AAC | Application Form  Interview  Certificates |
| **EXPERIENCE** | Experience of working with children with special educational needs  Experience of following a synthetics phonics programme and evaluating progress  Experience of planning and delivering high quality lessons/teaching on a 1:1 basis or in small class groups  Experience of working in a team  Experience of liaising with a range of professionals | Experience of directing team members  Resource management and budget planning  Experience of tracking/recording progress  Experience of delivering training to adults  Experience of maintaining accurate assessment records  Experience of managing interventions linked to the development of communication skills such as vocabulary acquisition, speech sound articulation, sound discrimination, social communication | Application Form  Interview |
| **TRAINING** | Able to attend courses as required for the role  Able to attend weekly supervision sessions and contribution to evaluation and discussion of practice  Safeguarding training  Committed to personal professional development and proactive in seeking to develop practice  Ability to keep up to date with developments from Ofsted and the DFE | Sherborne  Team teach  Intensive interaction  Attention autism  See and learn  Social communication  ASD awareness  Sensory processing awareness  Sensory integration  PECS  Objects of reference  Schema  Sign supported English. | Application Form  Interview  Certificates |
| **DISPOSITION AND ATTITUDES** | Be able to work independently, following guidance and direction from SLT and class lead.  Be positive and take a proactive approach.  Reflective practitioner who is able to give and receive feedback  Resilient and able to manage pressure effectively  Well-organised  Flexible  Patient  Child-centred  Excellent communication and interpersonal skills  Respond effectively to changing circumstances.  Understand the importance of discretion and confidentiality at all times  Calm manner and a compassionate and nurturing disposition  Passionate about reading language  Ambitious and determined that all children can become readers | Experience of working as part of a reflective team. | Application Form  Interview  References |
| **PHYSICAL** | Able to undertake all moving and handling operations, of pupils and objects, adhering to individual risk assessments/plans and behaviour management plans  Able to work in the range of environments across school including swimming pool, garden school, soft play, rebound and bikes |  | Application Form  Interview |