



Job Description and Person Specification

Job title	Reading Leader
Reports to	Headteacher
Contract	Permanent
School	King Offa Primary Academy
Location	Down Road, Bexhill-on-Sea, East Sussex, TN39 4HS
Grade	Teachers main scale
Hours	32.5 per week
Working weeks	All year round

Job description

Role purpose

The Reading Leader will be responsible for leading and managing the school's reading programmes, including Read Write Inc. (RWI), Daily Supported Reading (DSR), Destination Reader (DR), and Accelerated Reader (AR). They will ensure high-quality teaching and learning of reading across the school, oversee the organisation and implementation of reading interventions, and monitor and assess the impact of these interventions to ensure every child achieves their full potential in reading.

This role provides a fantastic opportunity to make a real difference in the lives of children, fostering a lifelong love of reading while ensuring all pupils achieve the highest standards of literacy.

Key tasks

Leadership and Management

- Lead and manage the implementation of RWI, DSR, DR, and AR programmes across the school.
- Develop and deliver professional development for staff to ensure consistency and fidelity in the delivery of reading programmes.
- Provide coaching and mentoring to staff delivering reading interventions or programmes, ensuring a high standard of teaching.
- Maintain a strategic overview of the school's reading provision, identifying areas for development and driving improvements.
- Act as the school's champion for reading, fostering a love of reading across the school community.



Organisation and Implementation

- Plan and oversee the timetable for RWI, DSR, DR, and AR sessions, ensuring all children receive appropriate and targeted reading instruction.
- Organise and manage resources for all reading programmes, ensuring they are well-maintained and accessible.
- Coordinate the deployment of support staff involved in the delivery of reading programmes or interventions.
- Ensure the consistent use of assessment tools within the reading programmes to monitor progress and inform teaching.

Reading Interventions

- Identify pupils in need of additional reading support through analysis of data and teacher feedback.
- Design and implement effective, evidence-based reading interventions tailored to the needs of individual pupils or groups.
- Monitor the progress of pupils receiving interventions, adjusting provision where necessary to maximise impact.

Assessment and Monitoring

- Regularly assess and analyse reading data, including phonics screening checks, programme-specific assessments, and standardised tests.
- Use data to monitor the progress of all pupils, with a focus on those at risk of underachievement.
- Report regularly to the SLT and governors on the effectiveness of reading programmes and interventions, including pupil progress and outcomes.
- Ensure statutory and internal assessments related to reading are completed accurately and on time.

Promoting Reading Culture

- Lead initiatives and events to promote a culture of reading for pleasure across the school.
- Work with parents and carers to encourage reading at home and provide guidance on supporting their children's reading development.
- Collaborate with external partners (e.g., libraries, literacy charities) to enhance the school's reading provision.



Teaching and cover

- As directed by the Senior Leadership Team and in response to the needs and cover requirements of the school, teach in classes as and when required. This may involve covering planned or unplanned staff absences or providing additional teaching capacity in specific areas

Person specification

	Criteria	E = Essential D = Desirable	Assessed by A = Application C = Certificates I = Interview
Qualifications	Qualified Teacher Status (QTS) or relevant experience in education	E	C
Experience	Proven experience in delivering one or more of the following programmes: RWI, DSR, DR, or AR	E	A
	Experience in leading or managing reading interventions and improving reading outcomes for pupils	E	I
Skills and knowledge	Strong understanding of how children learn to read, including phonics and comprehension strategies	E	I
	Excellent knowledge of assessment practices related to reading	E	I
	Ability to analyse data and use it to inform decisions and improve outcomes	E	I
	Strong organisational skills with the ability to manage resources and timetables effectively	E	I
	Exceptional communication and interpersonal skills to support staff, pupils, and families	E	I
Attributes	Passionate about reading and committed to ensuring every child becomes a confident, fluent reader	E	I
	A proactive and reflective leader with high expectations for all pupils	E	I
	Resilient, adaptable, and able to work collaboratively as part of a team	E	I