



Reading and Disciplinary Literacy Learning Mentor

School vision

This role is key to improving the standards of reading and disciplinary literacy across the school and to help to raise the profile of these areas across all departments.

The number of children in Key Stage 3 who have not yet met expected standards in reading or who don't have a reading age at least in line with their chronological age is growing. This has been exacerbated by lost learning time during the Covid 19 pandemic. The post holder will target these pupils and provide specific assessment and intervention in order to increase the standards of literacy across both key stages. Interventions will include some targeting of reading, spelling and dyslexia support alongside working across subjects to develop a greater awareness of disciplinary literacy.

The post holder will aim to raise levels of literacy across all subjects by providing targeted intervention, analysis and support within small groups outside of the classroom. The role will involve a level of evaluative observation and scrutiny of the work of subjects and may well need to be focused on developing materials and delivering awareness raising training to groups of staff within departments.

Training will be provided for the successful candidate where needs are identified.

HARRYTOWN CATHOLIC HIGH SCHOOL

Job description

Job title:	Reading and Disciplinary Literacy Learning Mentor
Reports to:	SENCo/Assistant Headteacher
Hours of work:	37 hours per week (Term time plus 2 weeks)
Salary Scale:	NJC Scale 4 (7-11)

Main duties/responsibilities

General
Develop further the profile of reading (including challenging texts) across the school and communicate key developments and strategies through the school bulletins and briefings
Deliver small group and one to one intervention programs to support pupils with literacy difficulties, following the schemes of learning and intervention programs in place
Manage and lead extra-curricular activities and after school support groups for pupils with literacy difficulties
Attend all various department meetings to ensure that disciplinary literacy subject knowledge and awareness is up-to-date
Guide teachers on strategies to support pupils with literacy difficulties
Create school focused plans for pupils with literacy difficulties to profile the needs of these pupils
Ensure that the needs of pupils with literacy difficulties are well communicated across the school
Plan and deliver staff training to support an understanding of literacy difficulties



Contribute to the development of provision for pupils with literacy difficulties across the whole school
Work with staff, pupils and parents/carers to ensure realistic and challenging expectations of progress, attainment and achievement is set for pupils, with literacy difficulties
Prepare and maintain learning resources according to the needs of pupils with literacy difficulties
Assist with the creation of Form Time Literacy program and then monitor the delivery of resources
Work collaboratively with parents of pupils with literacy difficulties, to agree joint outcomes and to review progress
Collect and interpret assessment data gathered on pupils with literacy difficulties to inform practice, target individual difficulties and to measure impact
To deliver and monitor reading, spelling and vocabulary interventions
To deliver intervention and provide strategies to pupils where dyslexia is a barrier to learning and to support the enhancement of dyslexia provision across the school.
To be responsible for promoting whole school literacy including raising the profile of literacy through school competitions, spelling bees, readathons etc.
Supporting staff – this role is part of a team which will collaborate on the following
To work closely with other learning mentors, faculty leaders and SENCo to help maximise progress in reading and disciplinary literacy for targeted pupils
Make necessary staff members aware of individual pupils’ reading and literacy needs
To work collaboratively with all members of the pastoral team, to support the progress of pupils with SEND
Encourage inclusive practise in teaching and learning across the team and throughout the school
Maintain and develop up-to-date knowledge of national and local initiatives which may impact upon policy and practice
Attend staff meetings and participate in staff training as required
Maintain accurate and up to date records for pupils with literacy needs
Supervise the activities of individuals or groups of pupils both in and out of the classroom
Be a point of contact for pupils and their parents/carers when appropriate
Attend Annual Review and multi-agency meetings as appropriate
School procedures
Ensure consistent compliance of policies and procedures relating to safeguarding and child protection, health and safety, confidentiality and data protection throughout the school



Support and help develop and implement effective literacy strategies across the school, including reward and discipline systems
Ensure all behavioural events, both positive and negative, are recorded on the school's management information system
Contribute to and undertake assessments of pupils, identifying where help is needed
Support, help develop and implement policies and procedures in order to support pupils' literacy
Identify and report safeguarding and child protection concerns following the procedure outlined in the school's Child Protection and Safeguarding Policy
Pupil wellbeing
Ensure all pupils have equal access to learning using appropriate strategies and resources, where necessary. Making sure that gaps in learning are identified and communicated.
Liaise with pastoral staff members to ensure the wellbeing of pupils and their full participation in school life
Raise any concerns regarding pupils' behaviour with the relevant Head of Year/Pastoral Manager
Implement any specific arrangements for individual pupils, ensuring that relevant staff members are aware of the measures in place
Provide individual pastoral support to pupils, where necessary
Continuously motivate and challenge pupils, whilst promoting and reinforcing self-esteem
Place a strong focus on pupils' literacy needs
Establish constructive relationships with pupils, parents and colleagues
Discuss individual pupils' needs with relevant members of staff, parents and external agencies, where appropriate
Assessments and referrals
Assess the needs of pupils and use specialist knowledge to support pupils' learning and literacy development
Provide feedback in relation to pupils' progress, achievement, behaviour and attendance
Contribute to the writing of individual pupils' learning plans
Monitoring and review
Monitor the progress of pupils who are accessing additional literacy support



Review and evaluate the effectiveness of literacy strategies in place and adjust where necessary

Evaluate the use of resources, adapting materials where necessary in order to meet the needs of pupils