



St Catherine's School & College

*Specialists in Speech, Language and
Communication Needs*

Primary Specialist Lead for English & Literacy with TLR

Background

St Catherine's is a small national charity working with children and young people with severe and lifelong speech, language and communication needs and associated difficulties.

We offer a fully integrated approach to Speech and Language with our own onsite therapy team and a wealth of resources to make a difference every day. Alongside this we also have our own onsite Occupational Therapy team who can support many aspects of students' daily life. Our holistic approach ensures each and every student has access to high quality learning and personal development opportunities relevant to their needs.

We welcome applications from both teachers with a SEN background and mainstream teachers with a passion for supporting children with additional needs. Any teacher will be fully supported by a robust and relevant training program.

Terms and conditions

This is a full-time post with a flexible start date.

Salary details: Teachers' Main Pay Scale to UP3 and SEN 1.

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the required standards for Qualified Teacher Status, other current educational legislation fully align to school policies.

This post is subject to an Enhanced Level Disclosure and Barring Service Check. In addition, all staff have a responsibility to work within St Catherine's Child Protection Policy. Failure by a member of staff to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child may be considered a disciplinary offence.

How to apply

You should submit a completed application form outlining how you meet the person specification and what you would bring to the role. CVs are not accepted.

Please contact Sarah Thompson, Principal, on 01983 852 722 for an informal discussion about this post. All applications should be sent to The Principal, St Catherine's, Grove Road, Ventnor, Isle of Wight, PO38 1TT or emailed to recruitment@stcatherines.org.uk by **12 noon on October 16th 2026**.

Job Description

The post holder will provide and contribute to the teaching of English and Literacy across the school. There is an expectation that the post holder will provide professional leadership and classroom management to ensure the delivery of high-quality teaching, the effective use of resources and appropriate standards of learning and achievement for students.

To undertake the professional duties and responsibilities of a Teacher holding a subject leadership responsibility

Duties and responsibilities

Responsibilities of the post (in addition to class teacher job description):

1. To annually revise the long-term and medium term English and Literacy planning across the school, in order to: meet current National Curriculum requirements; provide a broad and balanced curriculum which encourages development of English throughout discovery learning topics, promotion of the school and British values.
2. To work collaboratively with the Inclusion Lead and teaching staff to identify gaps in provision and support the development and implementation of appropriate interventions across the school.
3. Ensure that appropriate skills for literacy are included in the planning of other curriculum areas through teachers' cross curricular planning.
4. To lead work scrutiny, learning walks, assessment and moderation of all aspects of English and literacy across the school, on a termly basis and provide written reports to the Principal and governors. To provide teachers, Senior Leadership Team (SLT) members and Governors with an analysis of strengths and areas for development.
5. To analyse the progress and attainment of pupils in English and literacy across the school on a termly basis, identifying evidence of impact and a positive effect upon achievement and progress.
6. To monitor the quality of teaching and learning in English and literacy skills, under the direction of the Principal, external consultants and other members.
7. To be a member of the Middle Leadership Team, demonstrate and role model exemplary classroom practice and behaviours i.e. teaching must be at least consistently of a "strong standard" (as defined by Ofsted) and be showing some aspects of "exceptional" on a regular basis as per career stage expectations and the school's performance management policy.
8. To attend half termly Middle Leadership Team meetings after school and report upon the quality of standards and provision in English and literacy across the school in accordance with Charity/School Development Plan priorities.
9. To support the development of reading and writing across all departments as per the School Development Plan.

10. To support the development of functional literacy across all departments as per the Charity/School Development Plan.
11. To manage allocated resources (including financial) efficiently within the school and English curriculum, to ensure that teaching and learning is effectively supported, including computing software for English and phonics.
12. To undertake the appraisal of assigned members of teaching and support staff to positively impact upon pupil progress and achievement.
13. To attend English subject leader meetings organised by the LA (as relevant) and report back to/train the staff as appropriate.
14. To produce an action plan and report (and attend where required) to the Governing Body with regard to progress of English and literacy, against the Charity/School Development Plan, carrying out all identified actions and measuring the impact.
15. To annually revise the English/Literacy Policy to ensure it is in line with current expectations and practice and present to the SLT, staff then Governing Body for approval.
16. To annually audit all English and Literacy resources and re-order to meet class, individual pupil and school improvement needs as required.
17. To support other staff members with the implementation of appropriate assessments.
18. To keep a record of English assessments and analyse these.
19. To support teachers by offering advice and ideas on teaching methods, classroom management and organisation.
20. Work with the multidisciplinary team to ensure cohesive integrated working, to ensure Literacy is at the forefront of the integrated curriculum.
21. To keep their own subject knowledge up to date through reading, relevant courses, internet research and liaising with other English subject leaders.
22. To lead and arrange English and Literacy CPD or support for teachers as required.
23. To lead/arrange literacy parent information sessions at least annually/ and certainly with any changes to the curriculum or assessment practice.
24. To have an up-to-date knowledge of the Ofsted framework, in relation to English and literacy.
25. In addition to the roles and responsibilities outlined above, the post holder may be asked to undertake any duties which may be reasonably regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the provision that normally any changes of a permanent nature, shall be incorporated into the job description in specific cases.
26. Be a strong advocate for change and champion school improvement. Convey a positive "can do" attitude, motivate and inspire staff and present a 'united front' to secure successful outcomes of school initiatives.

A Planning, teaching and class management – to:

Ensure students achieve their full potential within the school environment in all aspects of their development by:

- using a variety of teaching methods, differentiating appropriately to motivate and support all students;
- identifying all relevant opportunities to personalise and extend learning;
- having a good knowledge of the GCSE and Functional Skills syllabus and differentiating these effectively for all learners;
- assessing students according to appropriate assessment systems used by the school;
- identifying and implementing clear medium and short term planning and learning objectives;
- setting tasks which challenge all students and ensure high levels of interest;
- setting appropriately high expectations through clear target setting, building on prior attainment;
- providing clear structures for lessons maintaining pace, engagement and challenge;
- monitoring and intervening to ensure sound learning and a quality learning environment for small class groups of approximately 8-10 students;
- using a variety of teaching methods to motivate and support all students;
- using a variety of communication techniques to further embed learning and understanding;
- managing all student behaviours positively and proactively, building fair and trusting relationships;
- selecting appropriate learning resources;
- managing Teaching Assistants effectively, including appraisal, to ensure effective team working, delegating where necessary and that all team members make a full contribution to the team;
- maintaining a tidy classroom which provides a bright and stimulating environment in which to learn;
- being aware of and responding appropriately to any health and safety issues raised by materials, practice or accommodation; and
- managing and supporting volunteers and work experience students working within the class.

B Monitoring, assessment, recording, reporting - to:

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor students' work in line with our school policy and set targets for progress;
- assess and record students' progress systematically in accordance with the school's assessment systems, keep appropriate records to check work is understood and use this information to plan lessons appropriately;
- be prepared to engage in a professional dialogue with Senior Leaders regarding progress data; and
- prepare and present meaningful and informative reports to parents/carers.

C Other professional requirements - to:

- have a high level of knowledge of teachers' professional duties, relevant statutory frameworks and legal liabilities;
- foster good relationships with the literacy team offering support where necessary;
- evaluate own performance and to be committed to improving practice through appropriate professional development;
- have a creative approach towards innovation and to be prepared to adapt practice upon advice where benefits and improvements are identified;
- act upon advice and feedback and to be open to coaching and mentoring;
- participate in weekly training and meetings;
- operate at all times within the stated policies and practices of the school;
- actively contribute to improvements in professional practice and the further development of school policies;
- establish effective and positive working relationships with all relevant stakeholders and set a good example through their presentation and personal and professional conduct;
- contribute to the wider life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- be prepared to learn Sign Supported English;
- take responsibility for their own professional development and duties in relation to school policies and practices; and
- liaise effectively with parents/carers, governors and other professionals.

D Health and wellbeing - to:

- fully understand the current legal requirements and guidance on the safeguarding and promotion of the wellbeing of students;
- understand the local arrangements concerning the safeguarding of students;
- understand how to identify potential child abuse and neglect and how to follow safeguarding procedures;
- identify and support, with appropriate guidance, students affected by changes or difficulties in their personal circumstances; and
- promote students' self-control, independence and co-operation by developing their social, emotional and behavioural skills.

E Personal responsibilities - to:

- handle confidential information in a sensitive manner and with discretion;
- uphold public trust in the school and maintain high standards of ethics and behaviour;
- have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in attendance and punctuality; and
- have high expectations of self and colleagues.

The postholder will also be required to take on any additional reasonable responsibilities which might from time to time be agreed with the Principal.

The postholder must not have a criminal record which would be incompatible with the post

and will be required to hold an enhanced DBS.

General responsibilities for all staff

- All staff have a responsibility to work within St Catherine's Child Protection and Safeguarding Policies. Failure by a member of staff to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child may be considered a disciplinary offence.
- All staff have a responsibility to maintain the health and safety of themselves and others within the performance of their duties in accordance with the organisation's health and safety and safeguarding policies and to undertake specific health and safety responsibilities as directed.
- All staff are expected to support a commitment to equality of opportunity.
- All staff are expected to work to St Catherine's policies and procedures and to act as positive role models for children and young people.
- As employees, all staff may gain knowledge of a highly confidential nature relating to the private affairs, diagnosis and treatment of students, information affecting members of the public, matters concerning staff and/or details of items under consideration of the charity. Under no circumstances should such information be divulged or passed to any unauthorised person or persons. This includes holding discussions with colleagues concerning learners in situations where the conversation may be overheard. Breaches of confidentiality will result in disciplinary action, which may involve dismissal.
- All staff are expected to use their utmost endeavors to promote the interests and reputation of St Catherine's, and any associated body.

Additional Information

This role description will be reviewed regularly with the post holder and may include additional duties as reasonably required to support our mission.

Signed Postholder.....

St Catherine's is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to satisfactory safeguarding checks including enhanced DBS clearance.

Person Specification

Qualifications/Professional Development	ESSENTIAL / DESIRABLE
Qualified Teacher Status.	E
Primary trained teacher	D
Evidence of continuous professional development and commitment to further training.	E
Experience and competencies	
Experience of teaching Literacy across KS1 and KS2 (including phonics).	E
Experience of teaching within SEND.	D
Ability to provide effectively for the individual learning needs of all the students in the class.	E
Ability to plan for and deliver interesting and challenging programmes of learning for all students in the class.	E
Proven skills in assessing, monitoring and evaluating student progress.	E
Proven skills in the positive and proactive management of students' behaviour.	E
Proven skills in using a range of communication techniques.	D
Experience of working in partnership with parents/carers.	E
Experience in planning and managing the work of Teaching Assistants, including appraisal.	E
Experience of leading a team strategically.	D
Knowledge and Understanding	
Working knowledge of current national frameworks for education and special educational needs.	E
Knowledge and understanding of the National Curriculum, recent curriculum developments and the relevance and importance to students with learning difficulties.	E
Knowledge and understanding of a wide range of teaching and learning styles.	D
Knowledge of specific approaches to working with children with a variety of learning difficulties including Speech, language and communication, Autism and an understanding of various specialised communication techniques.	D

Personal Qualities	
Excellent communication and interpersonal skills.	E
High personal standards and a similar expectation of others.	E
Resilience and adaptability	E
Ability to maintain a realistic work life balance to enable a healthy life style.	E
Good management and organisational skills.	E
Willingness to contribute to whole school initiatives and take an active role in the wider integrated team.	E
Skills	
Ability to use a range of effective classroom and management strategies confidently.	E
Ability to be flexible in response to students' learning needs and responses.	E
Ability to work collaboratively with colleagues, parents, governors, professionals and other stakeholders.	E
Have experience of using total communication including signing.	D
Competency in basic ICT skills to support teaching, learning and monitoring of students.	E
Commitment	
A commitment to the development of children and to ensure they attain their potential.	E
Having a passion for making a difference to children with additional needs.	E
A commitment to safeguarding children and vulnerable young children.	E
Commitment to equal opportunities and diversity.	E
Commitment to promoting the school's vision, ethos and strategic direction.	E