



Cranbrook  
School

## Literacy Coordinator



### **Enquiries**

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# THE SCHOOL

Cranbrook School is a mixed state grammar school with c.900 pupils aged 11-18 years, including around 250 boarders. It was founded in 1518. Following an academic test, day pupils come from the local catchment, whereas boarders are admitted from a wider area. Although it is a selective school, Cranbrook admits a wider ability range than many other grammar schools and provides a challenging and supportive curriculum so that students of all abilities are catered for. The value-added scores that are achieved each year bear testimony to the success of our provision. Our most recent Ofsted inspections rated us as 'Outstanding' (boarding, 2025) and 'Good' (education, 2022).

Pupils join at the age of 11 or 13, and in Year 10 they start GCSEs in nine or ten subjects. Most students then qualify for the Sixth Form, this being supplemented by a healthy intake into Year 12 from other schools. All Sixth Formers take at least three A levels and can choose the EPQ and other qualifications in addition.

For a state school, the facilities are impressive. Within the seventy acres of school grounds are found the six boarding houses, the Queen's Hall Theatre (used for assemblies, school productions, visiting theatre companies and concerts), a large library and lecture theatre. Sports facilities include a large sports hall, dance studio, cardio gym, weights room, heated outdoor swimming pool, squash courts and extensive playing fields and facilities for games - hockey, rugby, cricket, netball, tennis and athletics – as well as an astro-turf pitch. The school also possesses a Performing Arts Centre that houses a drama studio and music practice rooms, and a vibrant Sixth Form Centre. The school boasts an Observatory named after Dr Piers Sellers OBE, an Old Cranbrookian and NASA astronaut.

Cranbrook is keen to educate the whole person and to this end it runs a wide programme of extra-curricular activities, including the Combined Cadet Force and Duke of Edinburgh Award Scheme, as well as a broad range of sports, music and drama, both during the week and at the weekend. We have a long tradition of overseas trips and, in recent years, groups have travelled to South America, Portugal, Nepal, and southern India for sports tours, exchanges, adventure, and to work on projects.

Cranbrook's boarding houses each have their own ethos and identity and a marked sense of house pride. There is a full fixture programme on weekends and a variety of trips and activities on Sundays, for which a number of staff give up their time. The boarding life of the School offers both staff and students new and enriching experiences and makes this an exciting and fun place to work.

Cranbrook is an active school which will appeal to those prepared to give generously of their time and to take the progress and development of their students very seriously. The school seeks to appoint staff who will involve themselves fully in the life of the school, and applicants are invited to indicate areas where they would be able to make a contribution. We welcome Early Careers Teachers and have a number of experienced mentors on our staff. ECTs and their mentors are offered additional support via Teach in Kent to help ensure a positive experience during the two-year training.

Benefits of working at Cranbrook include:

- Priority entry for staff children
- Lunch in the dining hall every day
- Use of the sports facilities and gyms
- Regular socials and use of our on-site bar, the Coach House
- A rural site in a small country town, Cranbrook is around fifteen miles from Maidstone, Ashford, Hastings and Tunbridge Wells, and London is just an hour away by train from nearby Staplehurst.

General information about the school can also be found on our website at [www.cranbrookschool.co.uk](http://www.cranbrookschool.co.uk).

# JOB DESCRIPTION

**Job title:** Literacy Coordinator/Teacher of Literacy

**Line Manager:** SENCO

**Accountable to:** Deputy Head, Head, Bursar

## Job Purpose

- The Literacy Coordinator will develop, implement and regularly review a whole-school literacy strategy aligned with the SEF. This includes the development of emotional literacy.
- Promote consistent, evidence-informed approaches to literacy across all curriculum areas.
- Ensure emotional literacy is embedded within literacy provision and wider school practice.
- Use assessment data and qualitative evidence to identify priorities and measure impact.

## Duties & responsibilities

Under the direction of the SENCO to:

- Develop, implement and regularly review a whole-school literacy strategy aligned with the SEF.
- Promote consistent, evidence-informed approaches to literacy across all curriculum areas.
- Ensure emotional literacy is embedded within literacy provision and wider school practice.
- Use assessment data and qualitative evidence to identify priorities and measure impact.
- keep daily records and contributing to reports as a part of the review procedure for SEND students.
- be fully involved in supporting the Academy Evacuation Procedure, including procedural briefing on emergency evaluation (including refuge communication points and the use of relevant apparatus).
- Work closely with senior leaders, Heads of Department and pastoral teams to support pupils' literacy needs.
- Provide guidance, resources and professional support to staff to strengthen literacy across the curriculum.
- Liaise with parents/carers and external agencies where appropriate to support pupil progress.
- Deliver small group teaching and individual tuition for identified students.
- Plan and implement targeted literacy interventions, including students with SEND and those who are EAL. This will include handwriting interventions.
- To coordinate school laptop use for students and the use of Read Write/Exam Write
- Plan and implement targeted emotional literacy interventions, including students who are at risk of disengagement from school
- Monitor progress and adapt provision in response to assessment outcomes.
- Support the use of appropriate literacy assessment tools.
- Track and analyse pupil progress to inform teaching, intervention and strategic planning.

## Additional duties

- Attend team meetings and staff meetings as required.
- Maintain confidentiality inside and outside the workplace.
- Understand and apply school policies.
- Undertake any reasonable additional responsibilities requested at any time by the school Senior Leadership Team
- Engage in relevant professional development including for exam access arrangements assessment.
- To provide day to day line management of the current literacy HLTA.

## General:

- To report any concerns in accordance with Safeguarding procedures.
- To be familiar with and comply with all relevant school policies and procedures as necessary
- To attend all relevant staff meetings and INSET days, and any relevant external courses.
- To undertake other reasonable tasks relevant to the needs of the School

## Person Specification

### Essential Experience

- Educated to degree level
- QTS status
- Strong understanding of literacy development across phases.
- Experience of delivering targeted literacy interventions.
- Ability to work effectively with a wide range of stakeholders.
- Experience of working with complex learning needs
- Have a creative approach to problem solving and use this to inspire and motivate students
- To be able to use technology confidently
- Understanding of emotional literacy and its impact on learning and wellbeing.
- Strong communication, organisation and interpersonal skills.
- Willingness to undertake training for the assessment of exam access arrangements

### Desirable Experience

- ability to relate well to teenage children and adults, understanding their needs and being able to respond accordingly.
- good influencing skills to encourage pupils to interact with others and be socially responsible.
- flexible with effective time management skills.
- able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstance/situations.
- possess excellent communication skills in order to build rapport with adults and students both verbally and in writing.
- able to use assistive technology
- Experience of leading or contributing to a whole-school strategy.
- Experience of Local Authority SEN Assessment processes.

### Outline of Role terms:

(to be confirmed by your contract and agreed with your Line Manager and the Bursar)

- 0.6 FTE Teachers Pay & Conditions
- UPS1

### **Safeguarding**

We are committed to safeguarding and promoting the welfare of children and young people, and we expect all staff and volunteers to share this commitment.

All offers of employment are subject to the following pre-employment checks:

- Satisfactory enhanced Disclosure and Barring Service (DBS) check (including a check of the children's barred list).
- Verification of right to work in the UK.
- References from your current and previous employers.
- Verification of employment history and explanation of any gaps.

- Identity check and confirmation of relevant qualifications.
- Where applicable, overseas police checks for periods of work or residence outside the UK.

We follow the statutory guidance in **Keeping Children Safe in Education (KCSIE)** and adopt safer recruitment practices throughout our selection process. These checks are part of our commitment to creating a safe and supportive environment for the children and young people in our care.

## **Terms and Conditions of Service**

### **General**

The post holder will be required to comply with all policies and procedures issued by and on behalf of the School. The post holder will be required to attend statutory and mandatory training.

### **Safeguarding and Child Protection**

It is the post holder's responsibility for promoting and safeguarding the welfare of children. You will comply with Cranbrook's Safeguarding and Child Protection Policy and the requirement to report to the Designated Safeguarding Lead any concerns relating to the safety or welfare of children. This post is classed as being in regulated activity.

### **Information Security, Confidentiality and Data Protection**

During the course of employment, the post holder may have access to, see or hear information of a confidential nature and he/she will be required not to disclose such information. All person identification information must be held in the strictest confidence and should be disclosed only to authorised people in accordance with the Data Protection Act 1998, unless explicit written consent has been given by the person identified.

### **Equal Opportunities**

The post holder must comply with and promote Equal Opportunities and avoid any behaviour which discriminates against others on the grounds of sex, disability, marital status, sexual orientation, age, race, colour, nationality, ethnic or national origin, religion, political opinion, trade union membership.

### **Health and Safety**

Under the Health & Safety at Work Act 1974, it is the responsibility of individual employees at every level to take care of their own health and safety and that of others who may be affected by their own acts at work. This includes co-operating with the School and colleagues in complying with Health and Safety obligations to maintain a safe environment.