



# READING INTERVENTION MENTOR AND LIBRARIAN

## THE LENHAM SCHOOL

JOB DESCRIPTION	
<b>Job Title</b>	Reading Intervention Mentor and Librarian
<b>Grade</b>	VIAT 5 (£26,256 - £27,096 pro rata)
<b>School / Department</b>	The Lenham School
<b>Base</b>	The Lenham School
<b>Hours</b>	Term Time, 37 hours per week
<b>Reports to</b>	Assistant Headteacher i/c Reading and Literacy
<b>Accountable to</b>	Deputy Headteacher

## Job Summary

The Reading Intervention and Library Lead is a new post that will play a central role in improving pupils' reading engagement, fluency, comprehension, and love of reading across the secondary school. The role directly supports the expectations of the Ofsted Education Inspection Framework (EIF) and 2026 inspection toolkit, particularly in relation to:

- Reading as a priority for all pupils, especially in Key Stage 3
- Closing gaps for disadvantaged pupils and those with SEND
- Developing cultural capital and access to high-quality texts
- Support the Leadership Group in embedding reading consistently across the curriculum

Based primarily in the school library, the post-holder will also manage and develop the library as a vibrant learning hub while delivering targeted, evidence-informed reading interventions.

## Key Working Relationships

- Deputy Headteacher
- Assistant Headteacher i/c Reading and Literacy
- Teachers and Students
- Safeguarding Team

## Key Responsibilities

### Library Leadership and Management:

- Manage the day-to-day running of the school library.
- Curate an inclusive, up-to-date stock of resources.
- Promote reading for pleasure through events and displays.
- Support pupils in selecting appropriate reading material.
- Oversee library systems and stock management.
- To be engaged with wider library networks, innovations and community projects.

### Reading Intervention and Support:

- Deliver targeted reading interventions, particularly at KS3.
- Use evidence-informed strategies such as guided reading, fluency practice, vocabulary instruction, and digital tools to improve children's reading.

- Track progress of readers and impact of reading strategy.
- To be informed on the latest reading intervention research.
- Engage with parents and carers to promote reading from home.

#### **Whole-School Literacy Support:**

- Advise staff on reading strategies.
- Support transition reading programmes.
- Support curriculum areas with relevant resources when required.

#### **Pupil Engagement and Inclusion:**

- Build positive relationships with pupils.
- Create a calm and inclusive library environment.
- Promote reading as a tool for wellbeing and success.

### **Support for the school**

Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.

- To contribute to overall ethos, work and mission statement of the school.
- To undertake broadly similar duties commensurate with the level of the post as required by the Headteacher.
- Participate in the school's appraisal process.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- motivation to work with children and young people
- ability to form and maintain appropriate relationships and personal boundaries with children and young people
- emotional resilience in working with challenging behaviours
- attitudes to use of authority and maintaining discipline

### **Safeguarding**

As a VIAT employee you will commit to safeguarding and promoting the welfare of children and young people.

### **Equality and diversity**

The Trust expects every employee to take responsibility for promoting a culture that values and respects difference.

### **Statement**

The list of duties in this job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job, and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

PERSON SPECIFICATION		
AREA	ESSENTIAL	DESIRABLE
<b>Qualifications</b>		<ul style="list-style-type: none"> <li>• Qualification or training in literacy, education, library studies or delivering reading interventions.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience working with children or young people in an educational or library setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a school library or delivering reading interventions.</li> <li>• Experience supporting pupils with SEND or additional learning needs.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• An understanding of how to personalize provision to meet the learning needs of the full range of pupils.</li> <li>• An awareness of current legal requirements regarding the safeguarding of children.</li> <li>• Ability to deliver engaging, supportive interventions for individuals and small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarity with evidence-based reading programmes and assessment tools.</li> <li>• Knowledge of current children's and adult literature.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• The desire to work as a team member.</li> <li>• Competent IT skills, including the use of digital reading resources.</li> <li>• Good understanding of reading development and barriers to reading.</li> <li>• Excellent organisational and communication skills.</li> </ul>	
<b>Attributes</b>	<ul style="list-style-type: none"> <li>• Positive values, attributes and high standards of professional behaviour.</li> <li>• The ability to communicate effectively with children, young people, colleagues, parents and carers.</li> <li>• A commitment to improving practice through appropriate professional development.</li> <li>• The desire to act upon advice and feedback and be open to coaching and mentoring.</li> <li>• A genuine love of reading and books.</li> <li>• A strong commitment to improving literacy and reading outcomes for young people.</li> <li>• A warm, patient, and encouraging approach when working with pupils.</li> </ul>	