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Librarian and Reading Intervention Coach

**Information Pack**

Dear Colleague,  
  
I am delighted that you are considering joining Hove Park School and Sixth Form. At Hove Park, we believe that our school is a place where a community develops and thrives; a place where we come together to support each other to achieve. This is an exciting opportunity to join the school in improving the outcomes and wellbeing of our students. At Hove Park School, there is a strong community ethos underpinned by positive relationships. Ofsted recognised these positive influences and that we continue to be a good school when they inspected in December 2021.   
  
Please take time to read this application pack and explore our website (www.hovepark.org.uk) to get a feel for Hove Park School and its community. If you have the passion and ambition to help the school make a difference in this role and feel you are a good fit, please consider applying.  
  
To apply, please submit a completed support staff application form to [recruitment@hovepark.org.uk](mailto:recruitment@hovepark.org.uk). Applications for this vacancy must be received by **3:00 pm on Friday, 10th October 2025**. Please note that the school cannot accept CVs and that Hove Park School is committed to promoting the safeguarding and welfare of our students. We also expect all staff and volunteers to share this commitment.

Yours faithfully,



Jim Roberts  
Headteacher

**Post Title: Librarian and Reading Intervention Coach (Role C)  
Salary & Grade £22,530 to £24,048 actual salary NJC scale 5  
Contract Type Term-time only (47.36 paid weeks)  
Contract Term Permanent  
Contract Hours 8:30 am – 3:30 pm, 32.5 hours per week, (30 minute unpaid break per day)  
Salary (Actual) £23,251 - £24,817  
Commencing October/November 2025**

An exciting opportunity has arisen for a librarian and reading coach to work as part of the English department to manage and organise the school library and to be responsible for its efficient maintenance and the delivery of focused literacy activities to small groups of pupils.

The LRC and Library are a central part of the school community so the successful candidate will need to be proactive in creating a positive environment that encourages student involvement in the LRC and Library and encourages reading. The LRC and Library staff work closely with the English Faculty to improve literacy across the school.

**Deadline for applications – 3:00 pm on Friday, 10th October 2025**

**Interview Date: w/c 13th October 2025**

Hove Park School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidates will be subject to an enhanced DBS check.

Hove Park School celebrates diversity and welcomes applications from all areas of our community as we aim to have a staff body that is representative of our socially, culturally and ethnically diverse student population. Hove Park School reserves the right to close the application process early if sufficient suitable candidates are identified.

Please submit your completed support staff application form to recruitment@hovepark.org.uk

**Key Tasks**

Library

* To promote the use of the School Library for all students and for it to be a focal point of the school’s learning community
* To deliver an efficient and well maintained School Library service in line with the school’s curriculum needs and educational aims and objectives and to monitor the effectiveness of the School Library
* To promote the development of reading and literacy skills for information and recreation and to coordinate a whole school environment which encourages reading for pleasure
* To formulate and implement, in consultation and assistance from senior staff, Development Plans and policies for provision of library resources to support curricular, personal and recreational activities within the school
* To lead and work with all relevant staff to ensure that Library resources are developed and regularly updated

Literacy

* Deliver planned learning activities and teaching programmes as agreed by the teacher in the library, adjusting activities according to pupil needs
* Conduct reading age tests
* Track and monitor pupil progress
* Lead literacy interventions and any other applicable interventions in line with pupils learning profiles

Information about this post and an application form can be downloaded from our website: https://www.hovepark.org.uk/vacancies

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This role does not meet the requirement for UK Visas and Immigration (UKVI) Points-based Immigration System. Successful candidates will need to evidence that they have the Right to Work in the UK.

Hove Park School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidates will be subject to an enhanced DBS check.

Hove Park School celebrates diversity and welcomes applications from all areas of our community as we aim to have a staff body that is representative of our socially, culturally and ethnically diverse student population.

We are committed to the progression of the individual and therefore to support this position we will provide relevant in-house and certified training to help you develop and achieve success in this role.

We take the wellbeing of our staff seriously and offer many staff benefits such as an onsite gym, cycle to work scheme, local government pension scheme as well as other initiatives developed by our wellbeing team.

**JOB DESCRIPTION**

**JOB TITLE: Librarian/Reading Intervention Coach**

**SECTION: Schools**

**REPORTS: Head of English**

**1. PURPOSE OF JOB**

**The school librarian/Reading Intervention Coach will be expected to take a highly creative and active role in the management, development and promotion of the wide range of services provided by the school library resource centre. They will work closely with teachers from all faculties to ensure that the library contributes effectively to the delivery of the curriculum and support pupils to develop skills necessary to make effective use of resources.**

**To work under the guidance of teaching / senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals / groups. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management / preparation of resources.**

1. **PRINCIPAL ACCOUNTABILITIES**

**Library**

* To have overall responsibility for the management of the school library
* To select, acquire, purchase, organise, advise on and promote learning resources in all formats which support the curriculum and teaching and learning in consultation with teaching colleagues.
* To index, catalogue and classify learning resources in the library resource centre and develop and maintain accurate and reliable catalogue and lending systems
* To open the library before school, break-time, lunch-time and after school.
* To promote the use of the library resource centre to the school community and foster an atmosphere which is conducive to positive learning using display materials
* To use the school behaviour systems to foster an atmosphere which is conducive to positive learning
* To train and supervise pupil librarians
* To produce timely and accurate reports relating to the activities of the Library resource centre.

**Reading Intervention Coach**

* To support students’ reading across the whole school
* To lead on the delivery of specific student intervention programmes, Thinking Reading for example, and to raise levels of attainment in English
* To take a lead role in developing and maintaining our Thinking Reading programme.
* To deliver this programme 1:1 and to small groups of targeted students.
* To monitor the progress of named students and provide feedback.
* To work alongside teachers to support students with their reading.
* To encourage and support students to read fluently.
* To prepare materials and equipment, including ICT, to assist in teaching.
* To assist with the provision and delivery of extra-curricular support sessions.
* To actively support the promotion of reading across the school and to the wider school community.
* To promote the inclusion and acceptance of all students.
* To set challenging and demanding expectations and promote self-esteem and independence
* To contribute to the development of a purposeful working atmosphere within the English Department.

**Support for the school**

* Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
* Contribute to the overall ethos / work / aims of the school
* Establish constructive relationships and communicate with other agencies / professionals, in liaison with the teacher, to support achievement and progress of pupils
* Attend and participate in regular meetings
* Participate in training and other learning activities as required
* Recognise own strengths and areas of expertise and use these to advise and support others
* Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
* Undertake planned supervision of pupils' out of school hours learning activities
* Supervise pupils on visits, trips and out of school activities as required

The list of duties in the 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.

Your duties will be as set out in the above job description but please note that the Council reserves the right to update your job description, from time to time, to reflect changes in, or to, your job.

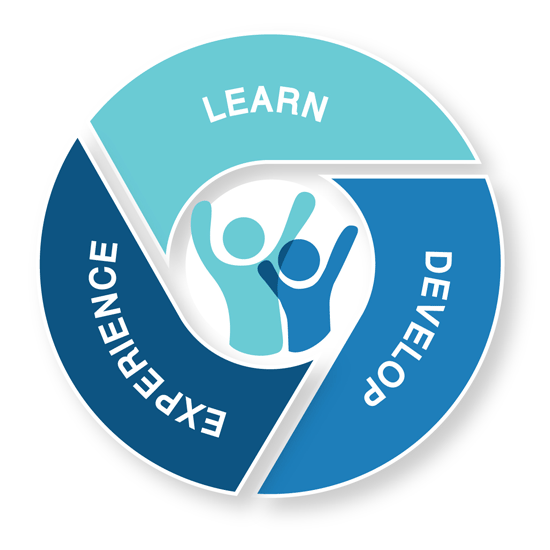
You will be consulted about any proposed changes.

PERSON SPECIFICATION

**POST TITLE: Librarian Reading Intervention Coach - Role C**

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| **CRITERIA** | **ESSENTIAL CRITERIA** |
| **Job Related Education and Qualificationsand Knowledge** | * NVQ Level 3 or equivalent qualification or experience in relevant discipline * Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area, e.g. bi-lingual, sign language, dyslexia, ICT, Maths, English, CACHE etc. * Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation * Working knowledge of national/foundation stage curriculum and other basic learning programmes/strategies * Understanding of principles of child development and learning processes * Understanding of librarian’s roles and responsibilities and own position within those roles * Appropriate First Aid training * Good knowledge and understanding of relevant ICT packages * Knowledge of relevant policies / codes of practice and awareness of relevant legislation |
| **Experience** | * Experience of working with children of the relevant age and working in a library setting. |
| **Skills & Abilities** | * Very good numeracy / literacy skills * Ability to self-evaluate learning needs and actively seek learning opportunities * Ability to relate well to children and adults * Can use ICT effectively to support learning and the workings of the library resource centre * Effective use of other equipment technology - video, photocopier * Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these * Able to demonstrate sensitivity and tact * Able to maintain confidentiality * Able to work accurately and with attention to detail * Able to undertake short term planning, e.g. managing own workload, ensuring deadlines are met, Library resource centre activities. * Able to deal with more complex queries and know when to refer to more senior staff * Able to work constructively as part of a team and to understand school roles and responsibilities and own position within these * Able to identify own training and development needs and co-operate with means to address them * Strong lieracy skills * Knowledge and awareness of reading issues within schools |
| **Equalities** | * To be able to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council’s Equalities Policy. |

**Our Values and Ethos at Hove Park School and Sixth Form**



A school is more than just a place where students come to learn. It is also a place where a community develops and thrives. It is a place where we come together to support each other achieve whether it is in the classroom learning, on the sports field competing or on the stage performing, we know that success comes from us all working together.

Student progress will always remain a key priority because outcomes so often dictate future pathways and opportunities for young people. Having been again judged by Ofsted as a ‘good’ school, we continue to reflect on the structures and routines that we expect to see in every lesson. Exploring the ways we teach to ensure we drive improvement and our ambition to be ‘outstanding’ at the next inspection.

Our early adoption of a digital device for every child has provided significant opportunities to innovate and explore digital pedagogy - both at Hove Park but also within our community and beyond. Our Wellbeing at School award demonstrates an ethos focused on ensuring all students feel cared for and supported throughout their time with us.

Our curriculum has been planned and developed to provide a whole education for all students. When we describe our curriculum we are not just talking about the sequencing of lessons and subjects across the Key Stages but also the half-termly curriculum enrichment days and extra-curricular provision that together enrich and broaden a student’s time at Hove Park. A learning journey that provides a traditional foundation at Key Stage 3 from which students can build on individual strengths. We are ambitious for all our students and expect them, where appropriate to retain a breadth to their studies through the study of EBACC subjects and the use of our Project days.

The final part of my vision for our school relates very much about the school experience each and every student will have. It is about identifying the skills, values and attributes that we believe students should develop during their time with us and the things they will see, hear, try and explore at KS3, KS4 and KS5.

It is an exciting time to be part of Hove Park School as we continue to shape our future and the way we support all students to grow and achieve.