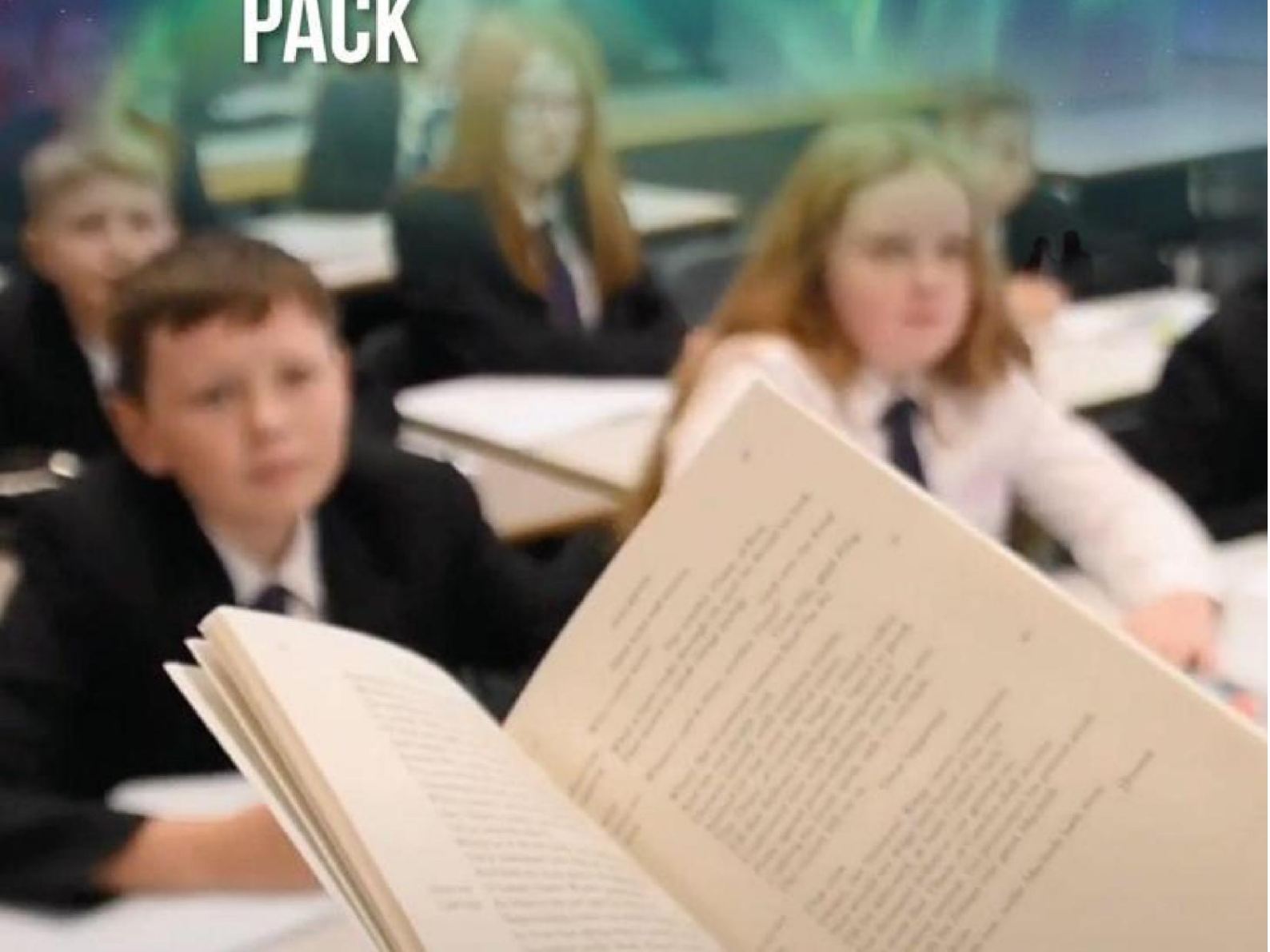




Northern
Lights
LEARNING TRUST

READING AMBASSADOR:
Intervention Lead

**APPLICATION
PACK**



Northern Lights



We are a Multi-Academy Trust currently comprising 12 schools – primary and secondary – and over 4,600 children and young people in an area stretching from Teesside through to Wearside.



We are a Teaching School Hub, one of 87 DfE centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country.



We are an Early Years Stronger Practice Hub, set up by the DfE to provide advice, share good practice and offer evidence-based professional development for early years practitioners.



We provide Initial Teacher Training, a school-based learning opportunity where you will train in a highly personal, supportive and creative environment, with purpose and challenge at the heart of it all.

OUR SCHOOLS



Benedict Biscop CE Academy
Sunderland



Dame Dorothy Primary School
Sunderland



Firthmoor Primary School
Darlington



Grange Primary School
Hartlepool



Hart Primary School
Hartlepool



Holley Park Academy
Washington, Sunderland



Ian Ramsey CE Academy
Stockton-on-Tees



St Aidan's CE Academy
Darlington



St. Helen's Primary School
Hartlepool



St. Peter's Elwick CE Primary School,
Hartlepool



Tilery Primary School,
Stockton-on-Tees



Venerable Bede CE Academy
Sunderland

Every Northern Lights school has its own values and its own vision and that's really important to us because all of our schools are there to serve our community but equally, our Trust is there to serve each other.

We do that with humility and with an openness because at Northern Lights it's not all about the academic – that is really important to us – but we know, as a Trust, we are successful if we have ensured that in an holistic way our children and young people have had every opportunity to experience, to flourish, to thrive, to understand the wonder and the joy of the world around them.

– Jo Heaton OBE, Chief Executive, Northern Lights Learning Trust

Welcome from the CEO



Thank you for your interest in the position of Reading Ambassador within Northern Lights Learning Trust.

We are a growing Multi-Academy Trust that is currently made up of 3 secondaries and 9 primaries across Wearside and Teesside, with our central offices based in Seaham. We educate over 4600 pupils and employ over 700 members of staff and serve a diverse range of schools and communities. Each of our schools have their own individual ethos, values and vision, which sit together as part of our Northern Lights vision of 'Shining Together and Stronger Together'. As a CofE MAT, our schools are a mixture of Church and non-Church schools that range in size and levels of disadvantage. We see this diversity as a real strength to learn from and work with each other.

As a Multi-Academy Trust we are at the heart of the current educational landscape, as a designated DfE Centre of Excellence as a Teaching School Hub and DfE Early Years Hub, responsible for teacher development across all ages and phases of education, working with over 300 schools. We are collaborative in our approach and value professional development highly in all we do.

We are looking for someone whose values align with us as a Trust and has the drive and ambition to work collaboratively to provide the best opportunities and outcomes for our young people.

We look forward to receiving your application.

Yours faithfully

Jo Heaton OBE
Chief Executive Officer

Welcome from Venerable Bede CE Academy

Thank you for your interest in the post of Reading Ambassador at Venerable Bede. We are a popular secondary school serving our local community. We sit on the border of Ryhope, Silksworth and Doxford Wards in Sunderland, but we have pupils who end our school from across the City and beyond. It is our goal to provide an inclusive education, within the context of our local community, in which the rights of everyone are respected, regardless of personal beliefs. We are proud to be a school at the heart of our community.

We are a medium sized secondary school, built to accommodate 900 pupils. Our fundamental aim is to equip our pupils with the qualifications and skills which they will need to take their place in a modern British society. We hope that we play our part in helping our pupils understand how to live “Life in all its fullness” (John 10:10). Our mission is embodied in our school motto: “Soar to the Heights Together”.

We want all of our pupils to reach their full potential. For each of our pupils we hope that with the guidance and support of their families and teachers, each of them will be able to develop their individual talents and fulfil their lifelong goals. We firmly believe that all children should have equal chance of success. It should be our goal in schools to enable all pupils to thrive, instilling in them a thirst for knowledge, and enabling them to understand how they play their part in unlocking their potential.

Thank you for your interest in our academy. Visits to the school are welcome, by prior agreement. Please contact Donna Mitchell on 0191 5239745 to express an interest.

Reading Ambassador: Reading Intervention Lead

Fixed Term Contract until 31st December 2027

NJC SCP 8-11

37 hours per week, Term Time Only

Northern Lights Learning Trust are looking for a Reading Ambassador to provide daily support in the school's reading provision at Venerable Bede CE Academy.

The suitable candidate should be enthusiastic, organised and welcoming.

The successful candidate should have:

- Excellent communication skills
- A positive attitude, flexibility and adaptability
- High expectations of self and others
- Work well as part of a team

If so, we would really welcome your application.

In return you will receive:

- A supportive working environment that puts people at the heart of the organisation
- The opportunity to work as part of a growing Trust and shape this role
- Continuous professional development
- A range of Trust initiatives that improve wellbeing. Current initiatives include an annual wellbeing day.
- National Terms and Conditions of Employment
- Teachers' Pension Scheme/ Local Government Pension Scheme

Employee welfare and benefits package including:

- 24-hour GP access
- Nurse support service
- Mental health services, including stress management, mental health first aid training and bereavement support
- Free Flu vaccinations

- Counselling Services
- Physiotherapy
- Financial wellbeing coaching
- Maternity and Paternity support
- Menopause support
- Access to useful wellbeing resources
- Cycle to work scheme
- Lifestyle savings including discounts on shops, food and drink and days out

CLOSING DATE:

Applications must be received by: Noon Friday 10th July

Shortlisting will take place on: Friday 10th July

Interviews will take place on: W/c 13th July

Please note we reserve the right to close this vacancy early if we receive sufficient applicants for the role.

HOW TO APPLY:

Letters of application should be returned, along with a Northern Lights Learning Trust application form, to recruitment@nllt.co.uk or by post to Northern Lights Learning Trust, Spectrum Business Park, Lighthouse View, Building 2, Seaham, SR7 7PR.

Applications will only be considered on receipt of an application form, CV's and other forms of application will not be accepted. For further information, or if you would like to arrange a visit to the school, please contact Donna Mitchell, School Business and Operations Manager on donna.mitchell@nllt.co.uk

Details of the school can be found on the school website:

<https://www.venerablebede.co.uk/>

JOB DESCRIPTION

Post: Reading Ambassador: Reading Intervention Lead

Responsible to: Rachael Meek

Salary band: NJC SP 8-11

Start date: As soon as possible

Key purpose of the role:

The Reading Ambassador will lead and promote a whole school approach to reading, fostering a positive reading culture and improving reading outcomes for all students. The role involves managing the reading environment, coordinating and leading reading interventions, and supporting staff and students through access to high quality reading resources and initiatives that enhance engagement, enjoyment, and academic achievement.

We are looking for someone who:

- Understands **systematic synthetic phonics (ideally Little Wandle)**
- Is passionate about ensuring **all students become confident, fluent readers**
- Can deliver high-quality intervention and **measure impact effectively**
- Is committed to developing **reading engagement and reading for pleasure**

In this role, you will:

- Lead **phonics and fluency interventions**
- Develop and manage an engaging **reading room environment**
- Build a culture where reading is **valued, visible and celebrated**

Key Responsibilities

Reading Intervention Leadership

- Lead a structured reading intervention programme focused on **Little Wandle CODE**
- Identify students requiring support through **diagnostic assessment**
- Plan, deliver and monitor **targeted phonics and fluency interventions**
- Track progress and ensure **accelerated reading improvement**

Phonics (Little Wandle CODE)

- Deliver high-quality **systematic synthetic phonics sessions**
- Ensure fidelity to the **Little Wandle approach, routines and progression**

- Address gaps in **decoding, phoneme recognition and blending**
- Adapt provision for **older struggling readers**

Fluency Development

- Plan and deliver sessions focused on:
 - Reading accuracy
 - Automaticity
 - Prosody (expression and meaning)
- Use strategies such as **modelled reading, repeated reading and guided practice**
- Develop students' **confidence, stamina and comprehension readiness**

Whole-School Reading Culture

- Promote a **culture of reading for pleasure and purpose** across the school
- Lead reading initiatives, campaigns and events
- Develop **student engagement with reading beyond intervention**
- Support departments in embedding **reading within subject areas (disciplinary literacy)**

Reading Room (Library) Leadership

- Lead and manage the reading room / library space
- Create a welcoming, inclusive and purposeful reading environment
- Curate and maintain a high-quality, diverse book stock
- Monitor usage and engagement to maximise impact
- Ensure the space supports both:
 - Intervention delivery
 - Independent reading and study

Support for Teaching Staff

- Work collaboratively with staff to:
 - Support **reading strategies in lessons**
 - Share best practice in **phonics, fluency and comprehension support**
- Contribute to the development of **whole-school literacy approaches**
- Provide guidance on supporting **struggling readers in the classroom**

Assessment and Monitoring

- Use Little Wandle and other tools to:
 - Establish baselines

- Monitor progress
- Adapt provision
- Maintain accurate intervention records
- Report on impact to senior leaders

Student Engagement

- Build positive relationships, especially with **reluctant and struggling readers**
- Promote confidence, independence and motivation
- Support reading-related extracurricular opportunities where appropriate

Administrative & Technical Duties

- Manage borrowing systems and associated admin.
- Support ICT use for research and reading.
- Assist with school communications.

Safeguarding and Professional Responsibilities

- Safeguard students in line with policy.
- Maintain confidentiality.
- Engage in CPD.
- Participate in appraisal.

PERSON SPECIFICATION Reading Ambassador: Intervention Lead

CATEGORY	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
APPLICATION FORM	<ol style="list-style-type: none"> Well-presented and complete application form 		Application
QUALIFICATIONS	<ol style="list-style-type: none"> GCSE Grade C/4 or above (or equivalent) in English and Mathematics. (A,I,C) Evidence of good literacy and numeracy skills appropriate to a whole-school literacy role.(A,I,C) 	<ol style="list-style-type: none"> Qualification or training related to literacy, education support, libraries, or child development. (A,I,C) Relevant professional development in reading, literacy intervention, or library practice. 	Application Certificates
EXPERIENCE	<ol style="list-style-type: none"> Experience of supporting, coordinating, or delivering reading or literacy provision for children or young people. (A,I) Experience of working independently with responsibility for a defined area or activity. (A,I) Experience of supervising students and supporting positive engagement and behaviour. (A,I) Experience of working with pupils to support reading development (e.g. 	<ol style="list-style-type: none"> Experience of working in a school or academy environment (A). Experience of supporting or managing a library, learning resource centre, or similar resource area (A,I). Experience of supporting or coordinating reading initiatives, reading clubs, or literacy events. (A,I) Experience of working with reading or literacy programmes or 	Application Interview

	<p>guided reading, interventions, reading support). (A,I)</p>	<p>digital systems. (A,I) 5. Experience of supporting volunteers or student leaders (e.g. reading ambassadors). (A,I)</p>	
<p>SKILLS AND KNOWLEDGE</p>	<ol style="list-style-type: none"> 1. Strong organisational skills, with the ability to plan, prioritise, and manage competing demands. (A,I) 2. Good IT skills, including the ability to use digital systems to support learning and administration. (A,I) 3. Strong communication skills, with the ability to engage positively with students, staff, and parents. (I) 4. Ability to work using initiative and judgement, with minimal supervision. (A,I) 5. Ability to supervise students safely and effectively within a school environment.(I) 6. Understanding of the importance of reading and literacy in raising pupil achievement. (I) 		<p>Application Interview Certificates</p>

PERSONAL QUALITIES	1. High levels of enthusiasm,		Application Interview
	<p>motivation, and commitment to supporting children and young people. (I)</p> <p>2. Professional role model with appropriate boundaries with pupils. (I)</p> <p>3. Integrity, reliability, and commitment to safeguarding and confidentiality. (A,I)</p> <p>4. Emotional resilience and ability to manage day-to-day responsibility. (I)</p> <p>5. Commitment to upholding the Christian ethos and values of the Academy.(I)</p>		References
OTHER	<p>1. Satisfactory references (which will be requested for all candidates progressed to interview under safer recruitment practices)</p> <p>2. Enhanced DBS with barred list check</p> <p>3. Willingness to undertake relevant training and professional development. (I)</p>		Interview References DBS certificate

References:

References will be requested prior to interview, unless there are exceptional circumstances, and the applicant does not give consent to do so on the application form. Please contact us to discuss further if you do not consent.

DBS:

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

Safeguarding:

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Pre-employment occupational health:

Pre-employment occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required. In some circumstances, an appointment with Occupational Health may be required to assess fitness for the role.

Equal opportunities:

Northern Lights Learning Trust are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

Artificial Intelligence and Recruitment at Northern Lights Learning Trust

Northern Lights Learning Trust is committed to embracing innovation while maintaining fairness and integrity in our recruitment processes. We recognise that candidates may choose to use AI tools to support the preparation of their applications. While this is acceptable, we expect all submissions to reflect the applicant's own experiences, values, and suitability for the role and it is essential that AI is used appropriately.

AI must not be used to:

- provide misleading or false information at any stage of the application journey
- inflate or invent qualifications, skills or experience
- complete assessments as part of the recruitment process
- create generic responses and copy them into your application

If you have any questions about the use of AI in your recruitment process with us, please email: hadmin@nllt.co.uk