**Malbank School**
**Part of The Cornovii Trust**

**Reading Learning Support Assistant**
**37 hours per week**
**39 weeks per year (term time only, plus INSET Days/staff training time as appropriate)**
**Grade 6 SCP 12 to 17 £24,675 to £26,766 p.a. (actual salary)**

+ Pension Scheme (LGPS)
+ Additional Malbank School Benefits

**Join Team Malbank and help us transform lives through literacy**
At Malbank School and Sixth Form College, we believe that reading is the gateway to success across *all* subjects and stages of life. We are seeking to appoint a passionate, driven and highly organised Reading Learning Support Assistant to lead and deliver targeted reading interventions, assessments and screening that will have a transformational impact on students across Key Stage 3 and Key Stage 4.

This is a vital role created in response to our commitment to improving literacy outcomes for all learners.

**Main Areas of Responsibility**

- Administer 1:1 diagnostic reading assessments for students below chronological reading age
- Deliver structured, evidence-informed literacy interventions including:
  - Phonics programmes
  - Fluency interventions
  - Comprehension programmes
- Support screening for in-year transfers
- Use assessment data to identify priority cohorts and inform intervention planning
- Adapt resources to respond to students' needs
- Track and monitor student progress
- Work closely with the SEND and pastoral teams to remove barriers to learning
- As part of the school's literacy strategy, and following training, contribute to building staff confidence in embedding reading strategies across the curriculum
- Contribute to literacy reporting for Senior Leadership and Governors
- Build positive, supportive relationships with vulnerable learners

The role will involve working with approximately 70+ students at any one time, with intervention groups rotating throughout the year to maximise reach and impact.

**Reporting to:** Reading Lead

**Why This Role Matters**

There is a strong and statistically significant correlation between reading ability and GCSE outcomes across all subjects — including Maths and Science. Weak literacy limits access to the curriculum, affects confidence and can impact attendance, behaviour and long-term life chances.

The successful candidate will play a central role in ensuring that students develop the reading skills needed to thrive academically and beyond.

Who We Are Looking For

We are seeking someone who:

- Has experience working with young people (school experience desirable but not essential)
- Has strong literacy knowledge and confidence supporting reading development including GCSE English at grade C/4
- Is patient, resilient and passionate about student progress
- Can work independently and manage a structured intervention timetable
- Communicate skillfully with all relevant stakeholders including parents, class teachers, Key Stage teams and the SEND team
- Is committed to inclusive education and high expectations for all learners
- Understands (or is willing to learn) systematic phonics and reading pedagogy
- Can evaluate impact and adapt provision accordingly
- Is committed to continuous professional development

Training will be provided. The successful candidate will receive dedicated professional development in phonics, fluency and comprehension intervention programmes.

**What We Offer**

- A supportive and collaborative staff team
- High-quality CPD and training opportunities
- The opportunity to lead a whole-school literacy provision
- A role with measurable, meaningful impact
- Access to staff wellbeing support
- A welcoming and inclusive school community
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At Malbank School and Sixth Form College, we are proud of our inclusive ethos, high standards and commitment to ensuring that every student achieves their full potential. If you are passionate about literacy and want to make a tangible difference to young people's futures, we would love to hear from you.

**How to Apply**

Application forms and further details are available from the Cornovii Trust website: https://www.thecornoviitrust.org All applications should be submitted to hr@thecornoviitrust.org
*Closing date:* ***Friday November 6th 2026***

*Interview date: TBC following close of applications, but likely to be within a week of the closing date.*

Malbank School and Sixth Form College 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 applicant will be subject to an enhanced DBS check.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment for visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

This job description will be reviewed where necessary and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks; it sets out the expectations of the school in relation to the post holder's professional responsibilities and duties.

Important - The Rehabilitation of Offender Act
All posts involving direct contact with children are exempt from the Rehabilitation Act 1974. The successful applicant will be required to apply for an enhanced DBS certificate. As the post will involve regulated activity with children, it is a criminal offence to apply for this post if you are included on the children's barred list held by the DBS.
Amendments to the Exceptions order 1975 (2013, 202 & 2023) provide that certain spent convictions and cautions are protected. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of justice website or visit https://unlock.org.uk/advice/what-will-be-filteredby-dbs/.
Shortlisted candidates will be asked to provide details of all unspent convictions and those that would not be filtered, prior to the date of the interview. You may be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclose information will be checked against information from the Disclosure & Barring Service before your
appointment is confirmed. Any data processed as part of the DBS check will be processed in accordance with data protection regulations and the trusts privacy statement.

Person Specification

| Attributes | Essential | Desirable |
|---|---|---|
| Qualifications, Knowledge & Training | A strong educational background in English language or literature<br>5 GCSE's or equivalent<br>Knowledge of communication, interaction SEND and learning barriers.<br>Knowledge of strategies in working with young people with challenging behaviours<br>Knowledge of some of the social issues facing students from disadvantaged backgrounds<br>Awareness of Health and Safety issues in the workplace. | English Degree or Educated to English A 'level<br>Evidence of continuing professional development<br>Maths or Science degree<br>Knowledge and understanding of the National Curriculum<br>Knowledge of learning and teaching |
| Experience | Experience of working directly with young people in an education or training environment, supporting the learning of students. Experience of establishing and maintaining positive working relationships with a range of stakeholders, at all levels. Experience of managing and being responsible for own workload. | Previous experience working in a similar role in a school.<br>Experience of working with students from a range of backgrounds |
| Skills & Abilities | Good literacy and numeracy skills, Good interpersonal and communication skills, with an excellent standard of written and spoken English.<br>Good administrative and organisational skills.<br>Ability to interest, encourage, motivate and engage children Ability to work as part of a team; working effectively with people across a wide range of levels and responsibilities. Computer literate – must have good ICT skills including a working knowledge of MS packages e.g. Word, PowerPoint, Outlook, Excel etc, as well as using and updating records and databases.<br>Line management ability.<br>Ability to work using own initiative, exercising good judgement where unsupervised.<br>Flexibility of approach to work. Ability to maintain confidentiality; having tact and diplomacy where necessary. | Ability to use an interactive white board innovatively. |

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| Personal Qualities | Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels.<br>Willingness to work hard.<br>Flexible, adaptable, and able to prioritise, resilient under pressure.<br>Awareness of and commitment to equal opportunities and valuing diversity.<br>To command and demand respect from the school community.<br>Creativity and enthusiasm to promote a positive school image to the local and national community. |