



## English Hubs Early Language and Literacy Specialist Programme (September 2026 to July 2028) – Information

**Orgill English Hub** is seeking to recruit expert EYFS/KS1 primary school teachers and leaders to develop and work as **Early Language and Literacy Specialists (ELLS)**. This document provides information about the programme and how teachers and their schools can apply to be involved. The closing date for applications is **20.4.26**.

### Background

In September 2018, the Department for Education announced 34 English Hubs. This network was set up to improve reading standards across the country and improve education outcomes for the most disadvantaged children.

From September 2026, we will be supporting schools to improve practice and outcomes within the Reception Year, with a strong emphasis on early language development, early writing and secure foundations for later reading and literacy.

### Purpose of the role

- To work alongside school leaders and Reception practitioners to improve outcomes in Communication and Language and Literacy by strengthening Reception Year practice in schools that need the most support.
- This role focuses on implementing evidence-based approaches to early literacy and supporting the effective implementation of early language programmes. Early Language and Literacy Specialists will address gaps in oral language, vocabulary, comprehension and early writing to secure strong foundations for future learning.
- **Note:** Phonics support will not be part of this role. However, ELLS should have a secure understanding of effective phonics practice so they can identify potential issues and ensure these are directed promptly to English Hub Literacy Specialists.

### Benefits for participating teachers and their schools

Literacy Specialists are at the heart of the English Hub offer. They will benefit from a **National Training Programme** designed to develop expertise in early language, early reading and writing in Reception.

Participating in the programme will provide the following benefits to the ELLS and their schools:

- Early Language and Literacy Specialists will develop:
  - a deep understanding of excellent practice in teaching early language and literacy in the Reception year
  - skills to develop teaching, planning and assessment in order to effectively support pupils to make excellent progress
  - the ability to support teachers, within their own school and in other schools, to improve standards



### Who should apply

The table below shows the essential and desirable criteria for applicants to the programme. This should be evidenced in the application form, which includes both the applicant's statement and the Headteacher's reference.

Essential	Desirable
Qualified Teacher Status	Additional status, e.g. EYFS Lead
Driving license	
Employed/previously employed as a teacher in a Primary/Infant School, and regularly teaching early language and literacy to the same class of children at least three days per week	Literacy Subject Leader
Able to fulfil the programme requirements and time commitment outlined	
Excellent teaching skills in early language and literacy as evidenced by internal/external/Ofsted observation	A minimum of three to four years teaching in EYFS and KS1, with a deep knowledge of the Reception year
A secure understanding of the <a href="#">Early Years Foundation Stage Statutory Framework</a>	A secure understanding of the <a href="#">Reading Framework</a> , <a href="#">Writing Framework</a> and <a href="#">Strong Foundations in the First Years of School</a> documentation
Improved or maintained outcomes for the GLD over the past 3 years Above average outcomes for the Communication & Language and Literacy ELGs	Consistently achieving above 75% GLD for the last 3 years
Passion and enthusiasm for teaching in EYFS	
Ability to work collaboratively with others	Evidence of improving outcomes beyond your own classroom
Successful track record of working with other professionals effectively within your own school, including providing constructive support and challenge	Successful track record of working effectively with other professionals across a group of schools, including providing constructive support and challenge to headteachers and senior leaders
Excellent communication and interpersonal skills	The ability to grow leadership capacity in others
An understanding of what constitutes effective early language and literacy teaching and the ability and confidence to communicate this	

Orgill English Hub will look to appoint Early Language and Literacy Specialists so that they both meet the criteria as set out above but also fit into the hub's strategic plan for developing early language and literacy teaching across Cumbrian and North Lancashire schools.



### Expectations of participating teachers and their schools

- The Headteacher and ELLS commit to developing and embedding outstanding early language and literacy teaching across their school, supported by professional development activity, including the National ELLS Training Programme
- The ELLS commits to developing their understanding and practice related to early Literacy teaching including:
  - attending training at Orgill Primary School
  - participating in National ELLS Training Programme
  - developing phonics and early literacy and language teaching within their own class/school
- The ELLS commits to all aspects of the role and the release time required:
  - providing a package of support of approximately 3 to 6-days per school during November 2026 and July 2027 (some schools may receive additional support in AY 2028). We expect the ELLS to provide a minimum of 18 days of support during this window.
  - 3-day ELLS Training Programme (Summer Term 2026).
  - 2-day NELI training (Autumn Term 2026).
  - attending Orgill English Hub ELLS Training where necessary.
  - collaborating with the English Hub team and other Literacy Specialists.
  - attend half-termly ELLS team meetings.
  - report writing.
- The Headteacher commits to support the ELLS, including:
  - helping the specialist develop and embed outstanding teaching of early language and literacy within the school
  - ensuring the teacher receives the required release time as outlined above

The ELLS and Headteacher will provide any reports required by the English Hub and participate in any evaluation processes required

### Roles & Responsibilities

#### Key duties:

- Be a lead professional, representing the Hub's values in all support work and associated Delivery Hub activity and promote excellent teaching practice in early language and literacy within Reception.
- Participate in all CPD, Team Meetings and training linked to the effective delivery of the Hub Programme.
- Take responsibility for any personal development needed linked to meeting the challenge checklist in order to provide the best support possible for allocated Partner Schools.
- Under the direction of the Hub Lead, deliver effective support and training for all allocated Partner Schools - both virtually and face-to-face.
- Ensure the effective delivery of support to allocated Partner Schools by using the QA framework as a guide to monitor and maintain quality.
- Support effective implementation of early language programmes such as NELI, including: screening, group organisation and progress monitoring.



- Where schools are already registered for NELI, support delivery challenges they may have by sharing best practice and linking with mentors/ delivery experts to find practical solutions for effective implementation.
- Report to the Hub Lead regularly about the delivery of support for all allocated schools, ensuring concerns are reported promptly and achievements are celebrated widely.
- Work consistently and collaboratively to ensure that all allocated Partner Schools are making effective progress towards meeting the challenge checklist, securing strong foundations for future learning.
- Provide intensive in-school support for Partner Schools with the highest level of need, including: modelling, coaching and supporting with planning improvements.
- Work with Partner Schools to model, challenge and evaluate the quality of early language and literacy Reception leadership, providing constructive support and challenge to headteachers and senior leaders as a key priority for ongoing sustainable school improvement.
- With the support of the Hub Lead, set aspirational targets for Reception outcomes around Communication, Language and Literacy early learning goals in allocated Partner Schools. Promoting the importance of focusing on speech, language and communication as a top priority that impacts on whole of life outcomes.
- Work collaboratively with English Hub Literacy Specialists to ensure that early language, early literacy and phonics support are appropriately co-ordinated and sequenced, so that schools receive a coherent and complementary offer.
- Ensure all the values and principles represented by the English Hub programme are represented in their own school and supported schools, including adherence to evidence-based practice.
- Maintain a strong equity focus by delivering support and coaching that prioritises language and literacy ELG outcomes and helps close gaps for SEND, EAL and disadvantaged pupils.
- Promote best practice for schools in working in partnership with parents/carers to support the wider development of children's speech, language, communication and early literacy.

### **Funding**

£450 per ELLS delivery day. Training will be paid £375 per day.

### **How to apply**

Applicants, in conjunction with their Headteacher, should complete the application form and submit it to Orgill English Hub [orgillenglishhub@orgill.cumbria.sch.uk](mailto:orgillenglishhub@orgill.cumbria.sch.uk) by **20.4.26**. Interviews will be taking place on week commencing 27.04.26 at Orgill Primary School.

\*Please note, if the ELLS is unable to complete a minimum of 12 ELLS delivery days during the academic year 2026-27, your school may be asked to return the training costs of up to £1,875.