

Job Profile **Trust Director of Primary**

Status **Permanent**

Responsible to **CEO**

Purpose

Supporting the development of the primary arm of the Trust, the post holder will ensure teaching and learning in the Trust's primary schools is of a consistently high quality, resulting in high levels of attainment and progress for pupils at all stages and levels of ability. The post holder will provide staff with clear direction and support, resulting in high performing teams across the Trust. Working with Heads of School across the Trust, the post holder will encourage and facilitate team working across the Trust, holding others to account, providing challenge, support and intervention. With the aim of raising standards of learning and achievement for all pupils, the post holder will be responsible for developing leadership capacity across the primary arm of the Trust.

The post holder will deputise for Heads of primary schools as and when required, ensuring the day-to-day operational activity of a primary school runs smoothly in the absence of the Head of School.

Qualifications

Essential:

- Honours degree
- Qualified teacher status
- Willingness to continue to learn and develop

Desirable:

- Membership of appropriate professional bodies
- Leadership qualification(s)
- Management qualification

Knowledge and Understanding

- Demonstrable knowledge of what 'outstanding' looks like in a primary educational setting and the ability to share this knowledge with others, inspiring others to drive performance in each school and across the Trust.

- Knowledge of school improvement and effectiveness strategies including the process of school self-evaluation and strategies for raising standards.
- Processes and systems for quality assurance across the primary schools within the Trust.
- An understanding of the principles associated with managing others, developing policies, procedures and protocols and managing resources, including staff and finance.
- The ability to apply ICT to learning, teaching and management of schools
- Working knowledge of the principles of curriculum management.
- Project planning and change management knowledge and expertise.
- Achievement of national leadership standards.
- Knowledge of current and potential future developments in relation to the national and local education scene, particularly in relation to primary settings.
- Experience of successfully utilising a range of methods for coaching and mentoring, development of all aspects of teaching practice, including innovative thinking and collaborative working.

Skills

- Confident use of ICT.
- High level of communication skill, both written and oral, enabling them to persuade, influence, overcome barriers to understanding, deal effectively with contentious and/or sensitive issues and deal with difficult conversations with empathy and sensitivity, whilst asserting as appropriate.
- High standard of organisational and administrative skills, ensuring projects are properly planned, executed, monitored and evaluated and that tasks are achieved to a high standard to deadlines.
- High level of research skill; translating national and local changes into appropriate policies, pathways and approaches, ensuring other stakeholders are involved and knowledge is shared.
- Horizon scanning to enable a strategic view to be taken of potential future changes.
- Ability to persuade and influence others.
- Ability to work independently within a team, focusing on achievement at an individual and a group level.
- Ability to lead others, managing day-to-day operational issues whilst also providing staff with a meaningful vision for the future.

Experience

- Proven track record as an outstanding primary teacher.
- Outstanding teaching and learning practitioner.
- Evidence of successful school, core or key stage leadership.
- Experience of whole school leadership and/or school improvement work.
- Experience of coaching and mentoring.
- Experience of change management.
- Experience of managing projects successfully.
- Experience of managing staff, dealing with sensitive, difficult situations in an effective way.

- Experience of outreach work, supporting, challenging and intervening successfully in a range of schools.

Competencies & Personal Qualities

- Deciding & Initiating Action - Makes prompt, clear decisions which may involve tough choices or considered risks; takes responsibility for actions, projects and people; takes initiative, acts with confidence and works under own direction; initiates and generates activity.
- Leading & Supervising - Provides others with a clear direction; sets appropriate standards of behaviour; delegates work appropriately and fairly; motivates and empowers others; provides staff with development.
- Persuading & Influencing - Makes a strong personal impression on others; gains clear agreement and commitment from others by persuading, convincing and negotiating; promotes ideas on behalf of self or others; manages conflict; makes effective use of political processes to influence and persuade others.
- Analysing - Analyses numerical data, verbal data and all other sources of information; breaks information into component parts, patterns and relationships; probes for further information or greater understanding of a problem; makes rational judgements from the available information and analysis; produces workable solutions to a range of problems; demonstrates an understanding of how one issue may be a part of a much larger system.
- Coping with Pressure & Setbacks - Works productively in a pressurised environment; keeps emotions under control during difficult situations; balances the demands of a work life and a personal life; maintains a positive outlook at work; handles criticism well and learns from it.
- Emotional intelligence.
- Flexibility.

Key Accountabilities

- Utilising extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their full potential.
- Working with others to support them in more effectively using resources, tools and techniques to raise the quality of teaching and behaviour management across schools.
- Responsible for sharing knowledge, skills and expertise with others, helping to raise achievements and share excellent practice.
- Quickly develop local knowledge of the various schools within the Trust and the communities they serve, the post holder will look to build on strengths and address any gaps in a supportive, clear, transparent way.
- Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform practice.
- Undertaking assessment and evaluating impact, the post holder will skilfully, swiftly and accurately analyse data relating to results, progress and performance, developing, implementing, monitoring and reviewing action plans and associated impact.
- Utilising high levels of emotional intelligence, the post holder will support primary developments across the Trust, driving improvements in performance through leaders and

other staff, challenging the status quo, ensuring pupils achieve their potential and aspire to be the best they can be.

- With a good understanding of what constitutes 'outstanding' in their field of expertise, the post holder will confidently undertake a gap analysis relating to the current situation; which will include articulating where the school and the Trust needs to be in the future; how it might get there and; sharing compelling vision and plan with others which they understand, own and deliver.
- Bringing a fresh perspective to schools, the post holder will share the ethos of the Education Alliance, specialist knowledge and expertise, accessing opportunities for others to learn and develop.
- Demonstrating consistently the positive attitudes, values and behaviours which are expected of pupils and staff, the post holder will act as a role model for others, having confidence in their own ability and inspiring others to do the best they can, maintaining dignity and respect and embracing difference.
- Working across the primary arm of the Trust with a clear vision and expectations, the post holder will ensure appropriate efforts are made to recruit, retain, develop and deploy high quality talented staff.
- Provide regular feedback for Heads of School, the CEO, LGBs and the Board where required, recognising good practice and high levels of performance and achievement, supporting progress against objectives resulting in a tangible impact in pupil learning across the subject.
- Hold self and others to account in the delivery of individual, departmental and Trust objectives.
- Review and report on the standards of leadership and teaching and learning throughout the primary arm of the Trust in line with Trust policies, procedures, protocols and timeframes.
- Work creatively and innovatively, encouraging others to do the same and share good practice, research new methods and approaches to ensure all staff throughout the primary arm of the Trust continually learn and develop with the aim of continuous improvement and improved pupil experience, progress and outcomes.
- Consult with staff and assist with the formulation, communication and monitoring of the school improvement plan to ensure concerns and ideas are considered and that all staff understand the key Trust and school objectives, targets and the part they play as a member of the school whilst also ensuring they understand the required outputs and outcomes and their overall impact.
- Provide the Trust Leadership Team with regular progress updates to ensure they are fully aware of successes, issues, concerns and risks. The key focus of reports and updates will be achievement raising priorities and results and the evaluation of activities and outcomes.
- Ensure staff are familiar with and abide by the Classroom Teacher, Expert Teacher and Leadership standards and the national Teaching Standards.
- Consciously model the standards, values, expectations and ethos of the Trust, ensuring staff are aware of the vision and values and that they become part of the day to day activities.
- Participate in Trust and school planning and policy making cycles, including the development, execution and review of activities, utilising a systematic approach with clear methodologies.
- Attend meetings and events relevant to the role, including Board and LGB meetings as appropriate.

- Have a shared responsibility for staff support in relation to matters of pupil discipline and behaviour and participate in and support staff in duty rotas, undertaking daily duties and routines.
- Have corporate responsibility for leadership and management, Trust and school improvement plans and Self-Evaluation.

This job role sits alongside the requirement for staff to abide by the Expectations and Code of Conduct for staff in the Trust alongside all school policies and relevant national and local requirements including terms and conditions and national standards. This job profile is not exhaustive and the post holder may be required to undertake other duties as necessary and appropriate.

The Education Alliance is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.

Signed _____

Print Name _____

Date _____