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| Trinity Multi Academy TrustJob Description | |  |
| **Post Title:** | School Improvement Advisor (Primary, White Rose Education, Trinity Institute of Education and West Yorkshire Maths Hub) | | |
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| **Salary:** | Leadership L10 – L14 | | |
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| **Core Purpose:** | 1. To work with the Director of Primary and senior leadership team in each of the primary schools to support with the design and delivery of the curriculum; ensuring a consistency of approach, and that all aspects of the curriculum are outstanding 2. To support White Rose Education, Trinity Institute of Education and West Yorkshire Maths Hub with curriculum design, school to school support and professional development 3. To work across the primary schools in the MAT to improve the quality of teaching and learning 4. To identify, lead or support with any necessary training for teachers and/or TAs 5. To provide hands-on support within academies where urgent intervention is required 6. To collaborate, where necessary, with the Trinity Teaching School, Maths Hub, White Rose Maths and the Trust’s secondary schools to improve the primary curriculum and deliver training on various aspects of the curriculum 7. To advise and support common assessment processes and procedures ensuring a consistent approach that leads to improved outcomes 8. Attend, contribute and present at various leadership meetings during the course of an academic year (for example: Trust executive meetings, primary principal meetings, primary CPD sessions, LGB meetings) 9. To keep up to date with new and relevant research regarding all aspects of the primary curriculum 10. To support the primary schools with preparation for QA processes (both internal and external QA, audits, including Ofsted) | | |
| **Reporting to** | Director of Primary / Head of External Initiatives | | |
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| **Liaising with** | Director of Primary, Senior Leaders, External Initiative Partners, Principals and other relevant staff and partners, including education providers | | |
| **Teaching and Learning** | * To support the development and enhancement of the curriculum in the primary provision across the Trinity Multi-Academy Trust through working with individuals and school leaders, providing specialist guidance on resources, schemes of work, marking policies and teaching strategies. * To assist in the design, development and delivery of CPD programmes, through individual programmes or whole school sessions. * To plan and prepare training for teachers to enable them to deliver effective lessons * To role model, demonstrate and advise on outstanding teaching where required * To provide advice on the effective use of data * To keep up to date with national developments in teaching practice and methodology. | | |
| **Leadership and Management** | * Promote a culture of outstanding teaching and learning across Trinity MAT and beyond. * Promote and ensure the delivery of quality standards of training and continuous improvement in all areas of responsibility * To work with primary school partners to improve outcomes * To conduct observations and other learning evaluation strategies in accordance with improvement plans. * To participate in ‘learning walks’ and other learning evaluation strategies in order to identify improvement areas. * Undertake audits, providing school leaders with areas of underperformance and plans and strategies to support improvements. * To develop quality assurance, monitoring and support systems to monitor the quality of training and development provided. | | |
| **Curriculum** | * To advise on the primary curriculum as an experienced practitioner and senior leader * To actively monitor and maintain up to date knowledge of relevant education policy, developments and initiatives at national, regional and local levels. * To develop appropriate resources, learning and teaching strategies. * To maintain accreditation with the relevant external and validating bodies. | | |
| **Staff Development** | * To develop, support with and deliver CPD programmes for trust staff * To undertake performance management review(s) and to act as reviewer for identified staff, if required, ensuring CPD needs are addressed * To attend and contribute to strategic meetings in which expertise is shared with primary leaders * To welcome other practitioners to observe lessons * To work with colleagues to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. | | |
| **Management of Resources** | * To manage available resources effectively, if required, to improve the primary curriculum provision | | |
| **Operational** | * To promote teamwork and motivate staff to ensure effective working relations. * Develop and maintain effective processes for communication and consultation across the Trust. * To support the Multi-Academy Trust, as a specialist practitioner, in the development of the Trust and any transition processes for schools joining the Trust. | | |
| |  | | --- | | **Other Specific Duties**  All teachers are expected to meet the Teachers Standards, and demonstrate consistently high standards of personal and professional conduct, uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. | | Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description.  This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Director of Primary to reflect or anticipate changes in the job commensurate with the grade and job title. | | | | |

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| School Improvement Advisor | | |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * QTS & GTC registered * an excellent track record of recent, relevant professional development * accountability for the performance of a cohort of young people * evidence of effective teaching and performance * Significant Senior Leadership experience (primary or secondary) | * innovative use of resources * taking accountability for the success of an initiative * experience of providing pastoral support to students |
| **Knowledge & Understanding** | * the principles and characteristics of outstanding teaching and learning * the principles and practices of planning and delivery * effective review and evaluation procedures * innovative approaches to working with students, staff, partners and the local education community * a commitment to inclusive education and safer working practices * the application of ICT, literacy and numeracy to outstanding teaching. | * different methods of consulting with stakeholders |
| **Personal Qualities and Skills** | * ability to inspire confidence in staff, students, parents and others * set high standards and provide a role model for students and staff * enjoyment and commitment to staff development * enjoyment in working with young people * adaptability to changing circumstances/new ideas * reliability, integrity and stamina * vision, imagination and creativity * personal impact and presence * prioritise, plan and organise | * personal ambition and potential for further promotion * determination to succeed and the highest possible expectations of self and others |
| **Communication Skills** | * communicate training programmes and plans * deliver training, CPD and support the development of others * negotiate and consult fairly and effectively * communicate effectively orally and in writing to a range of audiences | * develop, maintain and use an effective network of contacts * motivate all those involved in the delivery team * liaise effectively with other organisations and agencies |
| **Decision Making Skills** | * make decisions based on analysis, interpretation and understanding of relevant data and information * demonstrate good judgement * ability to make difficult decisions, based on data and achievement | * think creatively and imaginatively to anticipate, identify and solve problems |
| **Self Management Skills** | * prioritise and manage own time effectively * work under pressure and to deadlines * reliability, integrity and stamina * resilience and perspective | * achieve challenging professional goals * take responsibility for own professional development |
| **Team Working skills** | * work effectively as a member of a team * deal sensitively with people and resolve conflicts * seek advice and support when necessary | * motivate all those involved in the delivery team * liaise effectively with other organisations and agencies |