



Star

STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

ASSISTANT DIRECTOR OF PRIMARY CURRICULUM AND STANDARDS (EYFS AND KS1)

JOB DESCRIPTION

JOB PURPOSE

To lead the strategic development, implementation and evaluation of the Trust's EYFS, phonics and KS1 curriculum, assessment, teaching and learning model, securing measurable improvement in standards, provision and pupil outcomes across Trust primary schools.

JOB SUMMARY

1. Lead the Trust's EYFS, phonics and KS1 strategy.
2. Drive improvements in curriculum quality, teaching, assessment and pupil outcomes.
3. Develop middle leadership capacity and expertise across Trust primary schools.
4. Provide targeted challenge and support to identified schools.
5. Lead on the strategic development and implementation of the Trust's primary education model.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. Strategic Leadership

- 1.1 Assume strategic responsibility for the quality of the Trust's EYFS, phonics and KS1 provision and ensure fidelity to the Trust model.
- 1.2 Develop and deliver high-quality, knowledge-rich EYFS and KS1 curriculum across Trust primary schools.
- 1.3 Contribute to the development of Trust curriculum and assessment policies, processes and procedures.
- 1.4 Be accountable for sustaining and improving EYFS, phonics and KS1 standards across the Trust, analysing Trust and school performance data to evaluate impact.
- 1.5 Develop and implement a Trust strategy to support and develop middle leaders across the Trust's primary schools.
- 1.6 Assist the Trust in supporting primary schools to achieve excellent Ofsted inspection outcomes, by supporting the leadership of inspection preparedness.

2. Curriculum, Teaching and Assessment

- 2.1 Work with school leaders and Trust Curriculum Leads to co-develop the EYFS and KS1 curriculums, placing inclusion at the centre of design.

- 2.2 Lead training and support on curriculum and assessment policy implementation, including quality assuring fidelity to the Read Write Inc. phonics programme.
- 2.3 Collaborate with the Director of Primary Curriculum and Standards to evaluate and monitor the implementation of the Trust curriculum and assessment model.
- 2.4 Design and coordinate Trust CPD relating to EYFS, phonics and KS1.
- 2.5 Collaborate with school leaders to secure high standards across EYFS and KS1.
- 2.6 Support schools to develop enrichment curriculums and opportunities in KS1, including career-related extracurricular learning and designing and promoting competitions.
- 2.7 Use performance data and school improvement intelligence to identify priorities for selected schools, design and implement monitoring and improvement programmes, and evaluate their impact.
- 2.8 Work with the Trust teaching team to ensure evidence-informed pedagogical principles are adapted and implemented in EYFS and KS1.
- 2.9 Support effective transition from EYFS to Year 1.
- 2.10 Develop and monitor the implementation of high-quality interventions in early communication and language, Reading and Writing in KS1.
- 2.11 Work with Trust leaders to sustain and enhance the Trust's World Class Book Culture.
- 2.12 Develop and lead a program of Year 2 Standards Board Meetings, to challenge and support schools to raise attainment.

3. Accountability

- 3.1 Build and sustain strong working relationships with school leaders, central Trust teams and external partners to secure effective implementation of Trust priorities.
- 3.2 Establish effective moderation arrangements across schools for EYFS, phonics and KS1, including statutory moderation processes.
- 3.3 Develop and sustain highly effective middle leadership networks for EYFS, phonics and KS1.

4. Partnerships and Collaboration

- 4.1 Report to the Director of Primary Curriculum and Standards as required on EYFS, phonics and KS1 standards across the Trust.
- 4.2 Be accountable for school performance and outcomes in EYFS, phonics and KS1.

5. Other Responsibilities

- 5.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders.'
- 5.2 Champion the Trust's values of 'Service,' 'Teamwork,' 'Ambition' and 'Respect.'
- 5.3 Contribute to the wider life of the Trust and the Star community.
- 5.4 Perform any such duties as may be reasonably required by the Trust.
- 5.5 Ensure that all work across EYFS and KS1 reflects the Trust's safeguarding, child protection and pupil welfare expectations, including safe, inclusive and developmentally appropriate practice.

6. Records Management

- 6.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract.'



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PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
QUALIFICATIONS				
1.	Qualified Teacher Status.	E	✓	
2.	A degree in a relevant subject.	E	✓	
3.	NPQSL or equivalent.	D	✓	
4.	Evidence of Continuous Professional Development.	E		✓
EXPERIENCE AND IMPACT				
5.	Strong track record of delivering excellent teaching in EYFS and KS1.	E	✓	✓
6.	Strong track record of improving pupil outcomes in EYFS, phonics and/or KS1.	E	✓	✓
7.	Leading a phase or subject in a school with high levels of EAL, deprivation and/or SEND.	E	✓	✓
8.	Management of a team in a primary setting.	E	✓	✓
9.	Using performance data to drive school improvement and evaluate impact across multiple settings.	E	✓	✓
10.	Leading development and implementation of knowledge-rich curriculums in EYFS and KS1.	E	✓	✓
11.	Developing assessment frameworks and leading moderation.	E	✓	✓
12.	Leading phonics improvement at scale.	E	✓	✓
13.	Leading whole-school improvement strategies to raise academic performance.	E	✓	✓
14.	Proven experience of leading improvement across multiple schools or a wider system, including high EAL, SEND and disadvantaged cohorts.	D	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
15.	Effective partnership working across schools, Trusts or wider educational systems.	D	✓	✓
16.	Leadership of intervention strategy development to raise academic performance.	E	✓	✓
17.	Leading the delivery of coaching and CPD sessions to support the professional development of others.	E	✓	✓
18.	Contributing to successful Ofsted inspections.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
19.	Up-to-date and secure curriculum, pedagogical and assessment knowledge for the whole primary age range.	E	✓	✓
20.	Expert knowledge of early reading, including the Read Write Inc phonics program and early language development.	E	✓	✓
21.	Knowledge of effective intervention strategies to raise attainment of young learners.	E	✓	✓
22.	Ability to analyse performance data, set targets, manage progress and develop strategies to raise attainment.	E	✓	✓
23.	Strong verbal and written communication skills.	E	✓	✓
24.	Ability to coach, develop and motivate professionals to improve practice and outcomes.	E	✓	✓
25.	Strong understanding of Ofsted expectations relating to curriculum and teaching and EYFS.	E	✓	✓
26.	Strong understanding of SEND and the principles of early identification and intervention, including how to adapt curriculum and assessment to support diverse learning needs.	E	✓	✓
27.	Secure knowledge of EAL pedagogy, and the ability to support schools have pupils who are new to English or developing English proficiency.	E	✓	✓
28.	Sound understanding of safeguarding and child protection requirements, including statutory guidance and the role of all staff in promoting pupil welfare.	E	✓	✓
29.	Ability to engage in regular travel.	E		✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
PERSONAL QUALITIES				
30.	Commitment to the Trust's mission, vision and Star values.	E	✓	✓
31.	Commitment to personal and professional growth and striving for excellence.	E	✓	✓
32.	Commitment to motivate and inspire others through positivity and integrity.	E	✓	✓
33.	Commitment to inclusion, equality and safeguarding.	E	✓	✓
34.	Emotional resilience and adaptability in a challenging environment.	E	✓	✓