



JOB DESCRIPTION: DIRECTOR OF SCHOOL IMPROVEMENT PRIMARY

Responsible to: CEO

Purpose of the role: To lead TTLT's primary education phase and ensure school leaders are delivering the highest quality of education for pupils; through innovative practice, investment in people and collaborative partnerships.

Main Tasks & Responsibilities:

1. Strategic planning

- As part of the central executive team (CET), lead and develop relevant aspects of the trust's strategic plan, with the emphasis on the Primary phase
- Identify talented colleagues and develop their leadership expertise to build and sustain succession planning across the trust
- Work with the trust CET to undertake effective due diligence with regard to prospective new primary schools joining the trust
- Develop strategy collaboratively with school leaders, identifying areas for improvement and supporting school leaders to bring about improvements for pupils
- Represent TTLT locally and regionally, for example liaising with local authorities, Diocese, DfE, and local trusts
- Support and maintain a culture of mutual accountability, engage in professional development and the development of others

2. Leadership and Management

- Deputise for the CEO as required and actively seek partnerships and relationships with external organisations to enhance practice in our schools.
- Perform the duties of Executive Headteacher within the primary phase when required
 - Work with the CEO and headteachers to evaluate school improvement planning and conduct/lead/design effective quality assurance across the organisation
 - Hold development meetings with leaders to support improvement and accountability

3. Accountability

- Responsible for the improvement strategy and implementation across the primary phase
- Work with the trust CET to ensure effective performance management of school leaders
 - Hold the school improvement team and other appointed partners as required, to account for the impact of their work

4. Quality of Education

- Ensure school leaders and leadership teams understand the key barriers to learning experienced by pupils and facilitate development programmes for school staff to mitigate against these barriers to enable the best levels of engagement and outcomes for pupils
- Work with school leaders to implement effective systems that support sustained improvements for pupils
 - Have a clear vision for developing the curriculum in the primary phase and improving the quality of all provision and equality of opportunity for all pupils
 - Report to the CEO and trustees on the quality of education and identify areas in need of improvement along with strengths in practice
 - Facilitate effective collaboration between schools and colleagues that provide tangible improvements in the quality of education for pupils, including; common curriculum design, collaborative practice; understanding of regulatory frameworks and accurate self-evaluation

5. Systems and Processes

- Make appropriate use of school performance and management information to inform development meetings and support for school leaders to improve school effectiveness
- Make effective use of the risk register system to inform strategic leadership decision making and communication with school leaders on emerging risks at school level
 - Support the trust CET to maintain and manage risk by using financial, human resource, ICT and governance information, to address early signs of decline or concern
 - Work with the trust CET to ensure work-related policy development and implementation
 - Support the CEO in the development of trust governance at school level
 - Use formal systems such as development meetings, performance management, school reviews and quality assurance processes to report to the CEO on the quality of leadership and progress towards strategic goals of our primary schools.