

Role Description

Early Years Leader – Primary Phase



MALTBY LEARNING TRUST
Exceptional Experiences. Successful Lives.

- General Role:**
- To lead the Early Years Team and curriculum areas in order to accelerate the Academy's journey to 'outstanding'
 - To empower colleagues to deliver exceptional experiences through coaching, modelling and the line management process
 - To influence practice across the Early Years phase of the Maltby Learning Trust through developing and sharing innovative approaches

Reporting To: Principal

Business Area: Maltby Learning Trust | Primary Phase

Core Purpose

- Contribute energy, enthusiasm and drive to the leadership of the Academy promoting a culture that insists on excellence, equality and high expectations for staff and students
- With the Principal and other leaders, drive the implementation of highly effective school improvement approaches, coaching and mentoring others and scaffolding approaches to deliver consistently high-quality provision
- With the Principal and senior leaders, develop ambitious, research-based Academy Development Plans, delivering excellence through sustained improvement
- Operate as a visible, accessible leader who champions excellence, challenges underperformance, and provides solutions to secure change
- Lead from the front to promote the Academy and update key stakeholders such as the SLT, Governors, Inspectorate etc on the impact of provision
- Contribute to regular Academy wide Quality Assurance/Self-Evaluation processes, providing developmental feedback to secure outstanding teaching and learning
- Influence practice across the primary phase of the MLT through leadership of a driver group, leading research-based innovation and developing expertise

Core Leadership Standards / Responsibilities

- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils, staff, and all stakeholders
- Lead by example - with integrity, creativity, resilience, and clarity; drawing on their own scholarship, expertise and skills and those of colleagues
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally and pursue continuous professional development
- Communicate compellingly the Trust vision and drive the Academy's improvement, empowering all pupils and staff to excel
- With the Principal and other leaders, be responsible for promoting and safeguarding the welfare of students within the Academy and implementing all associated policies. (eg. Child Protection)

Pupils and Staff

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes
- Secure excellent teaching by demonstrating an understanding of how pupils learn through successful classroom practice and an inspirational curriculum
- With the Principal, establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- Hold all staff to account for their professional conduct and practice

Systems and Process

- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice
- Welcome strong governance and actively support the Local Governance Committee to understand its role and deliver its functions effectively

The Self-Improving School System

- Extend the Academy's outward-facing approach to work with other Trust Academies through the driver group network in a climate of mutual challenge, championing best practice and securing excellent provision
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and deliver exceptional experiences

This is an outline Role Description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any lesser duties as directed by the Manager. The aim of the role description is to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility.