

TEACHING STAFF
JOB DESCRIPTION

ROLE TITLE	Trust Primary Curriculum Adviser
LOCATION	Central Team
GRADE / SCALE POINT – SALARY	L6 to L10
PENSION SCHEME	Teachers' pensions
REPORTING TO	Executive Director of Education (Primary)

INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.

It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.

We are a family of interdependent schools with a shared ambition to transform lives.

We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.

Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:



The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

Excellent education – we have plans for work in primary, secondary and special education which aim by 2026 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

Excellent staff – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

Excellent support for schools – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To work as a member of the trust primary team to improving educational outcomes of pupils across trust primary schools, aiming to achieve 80% of pupils achieving the nationally expected level in reading, writing and maths by 2028

To work directly with teachers and leaders to develop excellent practice in the delivery of the CUSP curriculum.

To support external improvement work, as directed by the trust primary team.

KEY TASKS & RESPONSIBILITIES

- a) Support teachers with planning all aspects of the CUSP curriculum.
- b) Teach and lead gallery lessons to exemplify excellence.
- c) Lead face to face and online training for staff to improve teacher knowledge and pedagogy
- d) Provide coaching and mentoring for teaching staff in delivering the CUSP curriculum.
- e) Guide subject leaders on effective leadership practices.
- f) Build teachers' knowledge of adaptive practice
- g) Support leaders and teachers in analysing and understanding assessment information.
- h) Work with subject leaders from across the trust, delivering CPD and building a strong professional network.
- i) Preserve and promote the trust vision and values and ensure that the culture of trust schools embodies its values
- j) Gather, share and analyse trust wide intelligence and data to enable trust leaders to have a consistent picture of strengths and weaknesses across the trust.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

- k) Take active responsibility for personal continuous professional development;
- l) Take ownership of individual performance management, keeping a continuing professional development portfolio;
- m) Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider trust;
- n) Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the trust's business at all times;
- o) Act as an ambassador for the wider trust within the local community and beyond, ensuring that the ethos and values of the trust are promoted and upheld at all times.

Please note that this role will require the post holder to travel between schools within the trust, including schools new to the trust in south Norfolk.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

Trust Curriculum Adviser

	Essential	Desirable
Education and Training	<p>Recognised QTS</p> <p>Evidence of commitment to own professional development</p>	
Relevant experience	<p>Knowledge and experience of teaching across the primary age range</p> <p>Experience and expertise in using CUSP materials</p> <p>Excellent classroom teacher with a proven commitment to improving the quality of children's learning</p> <p>Successful experience in teaching</p> <p>Successful senior leadership experience, at least deputy headship</p> <p>Proven subject leadership and management experience and expertise at senior management level:</p> <ul style="list-style-type: none"> · Curriculum development. · School improvement planning. <p>Evidence of liaising collaboratively with colleagues</p> <p>Experience and knowledge of managing challenging behaviour</p> <p>Experience of monitoring teaching and learning</p> <p>Understanding the importance of using data to raise standards</p> <p>Evidence of improving teaching across the primary setting through:</p> <ul style="list-style-type: none"> • excellence within your own practice • challenging, influencing and motivating others to attain high goals • a record of successfully implementing initiatives to raise standards in more than one school • experience of analysing and using school performance data • current knowledge of teaching technologies using iLearn, their use, implementation and impact • leading professional development and evidencing long-term impact 	<p>Experience of working with professionals beyond your own school to develop practice</p> <p>Evidence of participating in and developing curriculum enrichment activities</p> <p>Experience of Performance Management processes</p>

<p>Skills and Aptitudes</p>	<p>Commitment to the safeguarding and promoting the welfare of children and young people</p> <p>Ability to communicate effectively, both written and oral, with a wide range of people</p> <p>Proven success in working with children across a range of age and ability.</p> <p>Excellent interpersonal skills. Stamina and a positive approach to work.</p> <p>Understanding of SEND and disadvantaged barriers as well as solutions through adaptive teaching and scaffolding of support.</p> <p>Commitment to an educational provision of the highest quality.</p> <p>Ability to work under pressure and to time and targets.</p> <p>Ability to prioritise and delegate appropriately. Ability to develop and maintain good working relationships.</p> <p>Proven ability to think creatively and bring fresh ideas to schools at various stages of their journey to Excellent.</p> <p>Evidence of coaching teachers to improve practice and leaders to improve leadership.</p>	<p>Experience and understanding of ICT as a management tool</p> <p>Ability to foster links with local community and with other schools, locally, nationally and internationally.</p> <p>Sympathetic to the ethos of the school</p>
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