

Job Description

Job title:	Senior Trust Primary Quality of Education Lead	Contract Type:	Part Time 0.4
Responsible To:	EHT - Primary	Grade & SpinePoint:	Scale L12-16
Location:	(SPWP and SWB) -UST Schools		

Job description:

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust, we are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

JOB PURPOSE

The role of a Senior Trust Primary Quality of Education Lead is a high-profile position that sets the standard for effective Q of E leadership and excellence in the classroom and beyond. Working across our Primary schools to develop and implement strategies across the curriculum to raise achievement in line with agreed priorities and to be accountable for the outcomes of such strategies.

This will involve leading department reviews, overseeing subject-specific training for trainees, providing coaching and mentoring, and developing a strong network of curriculum leaders and teachers across the Trust.

MAIN RESPONSIBILITIES AND TASKS

Curriculum and Assessment Leadership

1. To deliver the Trust's vision for education, providing inspirational and effective strategic leadership across the Trust
2. To drive improvements in the implementation of the curriculum and assessment approaches through regular monitoring and evaluation, providing colleagues in the schools leadership teams with on-going and impactful guidance, support and training.
3. To support senior leaders in our schools and the Trust, principally by contributing Reviews, department reviews, department improvement plans, teacher recruitment, and teacher mentoring in curriculum.
4. To establish a common route through which curriculum and assessment overviews, long term plans and schemes of work are implemented within our schools
5. To maintain an internal intranet to make curriculum material and training resources available to staff online.
6. To identify, cultivate and share best practice from leaders and teachers across the Trust.

Curriculum Development, Teaching and Learning and Assessment

1. To manage the further development of the curriculum, teaching and learning and assessment as agreed with the Executive Headteacher. This includes producing planning resources, curriculum materials, teacher guidance and assessments.
2. To act as a lead professional in the classroom promoting the highest standards of learning.
3. To coach and mentor staff and pupils to become more effective learners, teachers and leaders.
4. To robustly challenge underachievement and mediocrity in all its forms.
5. To ensure that underachieving pupils are supported appropriately.
6. To promote high expectations from and towards all members of the schools' community.
7. To ensure pupils have challenging targets for achievement ensuring that these are reviewed systematically and regularly through improvement plans.
8. To ensure standards are met across key stages by leading targeted interventions.
9. To ensure monitoring, evaluation and review processes impact on student progress, providing clear information to stakeholders.
10. To produce training resources for teachers and subject leaders to support the curriculum and assessment
11. The Lead will work closely with the schools to ensure that curriculum and assessment resources, planning documents, and wider training guidance are tailored effectively.

Curriculum Impact

1. To oversee the effective and consistent administration of assessment in curriculum, including standardisation and moderation practices.
2. To monitor the curriculum impact across the Trust
3. To review the quality of curriculum, taking feedback from teachers and subject leaders, and planning necessary changes to ensure it continues to improve over time.

Subject Networks

1. To lead a subject network that enhances cross-trust working for leaders and teachers, meeting throughout the year. As part of these networks, to manage collaborative working and training on: specific areas of curriculum leadership (such as inclusion or differentiation); peer reviews; aligning planning, resourcing, and assessment practices.

Future Teacher Training

1. To support with the recruitment of trainees and their induction.

Teaching

1. To act as the teacher in one or more of our schools for a period of time per week, to demonstrate curriculum delivery.

Working Across Schools (SWB and SPWPS)

1. To provide oral updates and written reports to the Primary Executive Headteacher and Director of Education, as required.
2. To work productively with wider central services in the Trust.
3. To engage with research and identify innovative practice in education, ensuring that UST remains an outward-looking and evidence-informed organisation.

Common Roles of all Trust Members

Leadership: Vision and Values

1. Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
2. To ensure equal opportunities for all.
3. To be committed to safeguarding and to promoting the welfare of all young people.
4. To assist in the development of a culture and environment in which young people thrive and to drive forward innovation.
5. To drive educational standards, promote life-long learning and continually improve outcomes for all
6. Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

1. Develop and maintain a culture of high expectations for self and others.
2. Regularly review own practice, set personal targets and take responsibility for own development.
3. Actively engage in the performance review process.
4. Work within the Trust's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
5. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
6. Adhere to Trust policies and procedures.

Additional requirements

1. The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
2. Carry out the work of the job in a way that is consistent with the culture, ethos, Equalities and Inclusion policies of the school and the University Schools Trust.
3. The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
4. Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
5. Complete any training required to improve performance and take part in the school performance management systems (where relevant).
6. Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

JOB DESCRIPTION AGREEMENT

The post holder will be line managed and appraisal managed by: Primary EHT

This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the Trust's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

COMMENSURATE STATEMENT

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school, the Trust. And the local authority.

Signed _____ Date _____ Postholder

Signed _____ Date _____ Trust Leader

Personal Specification

Qualifications and Experience	Essential	Desirable
1. Qualified teacher status	✓	
2. Minimum of five years teaching experience, three at senior leadership level.	✓	
3. Evidence of successful, outstanding teaching experience across the Primary age range, including KS2 SATS	✓	
4. Recent appropriate Continuous Professional Development.	✓	
5. Experience of closely monitoring and raising achievement.	✓	
6. Experience of leading a team.	✓	
7. Experience of successfully leading an aspect of school improvement	✓	

Professional Knowledge and Experience	Essential	Desirable
8. Has the knowledge and understanding of current and national issues in relation to pupil development, pupil progress and raising attainment	✓	
9. Understanding of the opportunities and challenges offered by a school led system of improvement and the greater flexibility and diversity of schools.	✓	
10. Good knowledge of curriculum design and implementation	✓	
11. Knowledge of tracking and target setting to raise attainment at individual student, cohort and whole-school level.	✓	
12. Effectively manage pupil's behaviour in a positive manner with consistent, clear boundaries following the school's behaviour management policy	✓	
13. Ability to analyse data, present findings and implement improvements	✓	
14. Ability to communicate effectively, both orally and in writing with a range of audiences	✓	
15. Ability to make sound and informed judgements on the quality of teaching & learning observed, giving quality feedback using a coaching model.	✓	
16. Make professional use of ICT	✓	

Personal Characteristics	Essential	Desirable
17. Well organised, calm and positive	✓	
18. Effective team leader/member	✓	

19. Ability to work on own initiative and be flexible in approach	✓	
20. Have high expectations of all pupils, staff and self	✓	

Commitment	Essential	Desirable
21. Promoting parental and local community involvement	✓	
22. Working as part of a team with teaching and support staff	✓	
23. Furthering your own professional development	✓	
24. Promoting and safeguarding the welfare of children and young people within the school	✓	