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| **Job Title:** | Trust Primary Lead Practitioner |
| **Location:** | Trust Primary Schools |
| **Reports to:** | School Improvement Director |
| **Full/part time:** | Full or Part time |

**Our Trust**

HEART Academies Trust is a family of academies, at the heart of the community, improving life chances for all through challenge and support. We strive to transform educational outcomes of students from a young age by providing exciting, new and different opportunities for learning and applied learning. Our overwhelming belief is that every child can be successful, both personally and academically, with early and effective help from staff that know and value them as an individual. HEART Academies Trust aims to bring about a substantial increase in the educational attainment, expectations and aspirations of all in the whole community.

**The School Improvement Team**

Heart Academies Trust strives to support school improvement at all levels. The Trust is committed to work collaboratively with the Headteachers and staff at the individual schools to ensure the support provided is bespoke to the needs of each school. The School Improvement Team follows a process of identifying the areas for improvement, highlighting the best resources to support the improvement and actioning the relevant support. We endeavour to develop staff members to allow the improvement work to be completed with colleagues to ensure lasting and impactful improvement. The role of Trust Primary Lead Practitioner will work closely with colleagues at each school to develop the Teaching and Learning to have an impact of outcomes. The Primary Lead Practitioner will be deployed by the School Improvement Director to work with a specific school on key areas that feature in the school development plan. This work will involve regular time in each school or more extended project work in a specific school depending on need. The Lead Practitioner will evaluate the impact of key initiatives and interventions and report on this impact so they will be skilled in the analysis of data. They will work with the School Improvement to provide targeted support for teachers in training and ECTs.

The Trust Primary Lead Practitioner will not have class responsibility; however, the Practitioner will need to be an excellent teaching professional in order to support staff development and understand the importance of Quality First Teaching at all levels.

**Responsibilities**

The following is an indicative list of duties which is not exhaustive and will be subject to review to reflect the changing work composition of the Trust.

* Work with the School Improvement Director and school leaders to raise pupils’ outcomes in all Trust Primary schools.
* Build the capacity to improve outcomes through curriculum/subject development, mentoring, coaching and professional development as appropriate and as directed.
* Identify best practice and ensure this is shared and spread across the Trust.
* Work with the School Improvement Director and the SLT with quality assurance and action plans to raise standards and the quality and impact of teaching across all schools.
* Ensure appropriate intervention strategies are put into place when needed so that targets for the phase and key stages are met.
* Provide targeted professional development opportunities for teachers including ECTs and Mentors.
* Coach and mentor staff where appropriate.
* Model best practice and be seen as an approachable and productive fellow professional.
* Show initiative, flexibility and the ability to deliver outcomes and make things happen.
* Report on impact of projects, initiatives and intervention to the School Improvement Director.
* Work with the schools to make sure there is a positive culture, there are high aspirations and expectations, and a culture of diversity and equality.
* Build external contacts with universities, subject associations and other bodies on behalf of the phase, key stage and subject departments in the Trust.
* Keep up to date with developments in the phase, key stage or subject and other Trusts or school initiatives as agreed, and to provide leadership, advice and guidance to the schools.
* Develop partnerships across the region to ensure that each subject curriculum is of the highest quality possible.
* Participate in staff meetings at specific schools as directed by the School Improvement Director.
* Contribute to the implementation of the Trust Development Plan.
* Ensure that each school’s policies are reflected in daily practice.
* Continue professional development, maintaining a portfolio of training undertaken.
* Support the School Improvement Director in promoting the ethos of the Trust.
* Promote the welfare of children and to support the Trust in safeguarding children though relevant policies and procedures.
* Promote equality as an integral part of the role and to treat everyone with fairness and dignity.

**Common Roles of All Trust Members:**

**Leadership: Vision and Values**

• 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.

• Ensure equal opportunities for all.

• Be committed to safeguarding and to promoting the welfare of all young people.

• Assist in the development of a culture and environment in which young people thrive and to drive innovation.

• Drive up educational standards, promote life-long learning and continually improve outcomes for all.

• 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**

• Develop and maintain a culture of high expectations for self and others.

• Regularly review own practice, set personal targets and take responsibility for own development.

• Actively engage in the performance review process.

• Work within the Trust’s health and safety policy to ensure a safe working environment for staff, students and visitors.

• Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.

• Adhere to Trust policies and procedures.

**PERSON SPECIFICATION**

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|  | **Essential** | **Desirable** |
| **Knowledge & Experience** | * Qualified to degree level or above * Qualified teacher status. * A strong classroom practitioner - with a proven track record of achieving excellent progress and outcomes for all children, regardless of their prior attainment, needs or background. * Successful experience as a leader in education, with a track record of initiating and delivering whole-school improvement initiatives. * Experience of building and maintaining positive relationships and influence with a range stakeholders. * A thorough knowledge of relevant curricula and a good understanding of curriculum development. * Experience of teaching in different key stages. * Experience of teaching phonics. * To clearly understand how pupils learn and how different social circumstances can impact this. * Demonstrate understanding of the role of governors, parents and the wider community on educational provision. | * Evidence of recent professional development related to teaching and learning and/or educational leadership e.g. specialist or leadership NPQ. * Teaching or leading successfully and with impact in a school of high deprivation or challenging circumstances |
| **Skills and Attributes** | * Excellent communication and interpersonal skills, with concise, clear writing and articulate public speaking * Able to develop others - by having high expectations and clear goals and targeting support wisely. * Able to collaborate - identifying needs and strengths in others and understanding how and when to adopt a team approach to problems or initiatives. * Intellectually curious, forward-thinking, open-minded and a seeker of knowledge. * Self-aware with the ability to reflect on person motivations, behaviours, strengths and areas for development. * Ability to work with a range of personnel with positivity and respect. * Excellent timekeeping and attendance * To be able to work as a team and using own initiative. * Flexibility to respond to individual school improvement needs. * Commitment to maintaining the ethos of a fully inclusive school * Commitment to maintaining the Trust’s Safeguarding policy | |  | | --- | | * Experience in developing and leading a network group, for example within or between schools. * Experience of coaching techniques and strategies. | |