



Primary School Improvement Lead Success Academy Trust



Building Leadership and Character Together

We are a cross phase Trust of primary and secondary schools and a preschool, based in Leicestershire, with a strong focus on school improvement, together with leadership and character development, as joint driving forces to raise aspiration and life chances, at the heart of our collaboration. We lead TELA Learning Alliance, a Leicestershire alliance of secondary and primary schools with a collaborative partnership ethos, which provides leadership programmes, initial teacher training, professional development and an effective school improvement team.

Secure great progress for all, building leadership and character and strengthening wellbeing together.

Understand, value and respect everyone.

Collaborate and contribute within a supportive community of learning and partnerships.

Challenge every barrier to success.

Excel in all we do.

Share and celebrate best practice, expertise and achievements.

Strengthen opportunities for partnership, processes and people.

We are a small multi-academy Trust including, at primary level, three primary schools and a separate preschool. We incorporate a current team of SLEs and SLE equivalents who work across and outside the Trust, as well as in their substantive roles in their own schools, together with the Trust Leader and our headteacher team, to ensure the best outcomes for children and to upskill and train teaching staff. The primary school improvement lead works within our central Trust team, and flexibly to support school improvement across schools, line managed by the Trust Leader.

Our primary phase schools are Richmond Primary, Cosby Primary, Hallbrook Primary and Thomas Estley Preschool/ Out of School Club.

Pay and Conditions

This is a temporary maternity leave cover, between two days per week and two and a half days per week, to suit applicant's availability, based at Thomas Estley Community College and working across our Trust primary schools in Broughton Astley, Cosby and Hinckley, as well as opportunities for outreach within Leicestershire.

In order to reflect the demands of the post, the salary will be within L14 - 18 depending on experience.

This role could be agreed with a current employer as a secondment, as a possibility.

The maternity leave is likely to be from February halfterm until the end of November 2025 (just over nine months), but this is subject to maternity leave flexibilities.

Leadership and Central Team Structure

The structure of the current Central Trust Team is as follows:

Trust Leader
Trust Operations and Finance Officer
Trust Primary Improvement Lead
Trust Secondary Improvement Lead
Headteachers of Trust Academies
Three Trust Business Managers specialising in Finance, HR and Operations.
Trust Governance Professional
Trust Finance Manager
Trust Marketing Officer
Trust IT lead professional

The governance structure consists of:

Members (five in number)

Trust Board – trustees including a Chair and Vice-Chair of the Trust Board

Local Governing Committees– one per academy.



Specific Job description – Primary School Improvement Lead

Role

The post-holder will work with the Trust Leader and school head teachers to lead on the curriculum intent, implementation and impact improvement strategies across the trust primary schools.

Key Responsibilities:

- To drive school improvement by leading on effective trust-wide teaching and learning strategies, primarily across the trust but also across other local schools at times when commissioned to do so;
- To work collaboratively to support head teachers and leadership teams to accurately evaluate the quality of teaching and learning.
- To derive and implement appropriate support and challenge packages that lead to improved, high quality performance;
- To role model best practice as an excellent teacher, sharing this across the region and working in collaboration with the TELA learning alliance to provide professional development;

Job Description:

- To drive school improvement across all academies within the Trust by working in partnership with the Trust Principal, headteachers and school-based teaching and learning leads, and subject specialists in individual academies;
- Create and lead a framework of improvement strategies that can be implemented and monitored across the Trust
- To act as the link in all our academies to ensure that planning, teaching and learning and progress of pupils are on a clear trajectory of improvement
- To support the head teachers in the setting and be responsible for implementing challenging targets for individual teachers where appropriate;
- To monitor the progress of any plans through visits, observations, the monitoring of current data and discussion with teaching staff;
- To ensure timely intervention takes place when underachievement or poor progress is identified and model the school improvement process with school leaders to build resilience;
- To support the school leads responsible for training, mentoring and coaching of teaching staff as required to ensure progress and development are targeted where appropriate;
- To ensure consistency and coherency of curriculum intent and implementation across the schools;
- Ensure that the Trust Leader and headteachers are kept informed of the progress of individual schools and any challenges which may arise, in order to carry out targeted intervention as required;

In addition, you will:

- Support the delivery of the trust's improvement strategy;
- Ensure lines of communication are clear with schools and appropriate members of the team;
- Follow the trust's policies and procedures at all times;
- As required by the Trust Leader, represent the trust when needed at meetings with external bodies;
- Prepare, complete and distribute reports as required for the Trust Principal and trustees;
- Work with other academy colleagues to secure stakeholder engagement as required;
- Manage resources and risk effectively in accordance with trust procedures;
- Demonstrate a positive commitment to equality and diversity;
- Contribute to building the trust culture and team ethos;
- Contribute to the development of the trust strategic plan;
- Support the development of the trust's ethos within the team, across the network and within the wider community;
- Manage staff as appropriate to their specific area of responsibility;
- Any other duties commensurate with the role.

Success Academy Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the role, duties and responsibilities.

Reports to

Trust Leader

	Detail
Qualifications & Experience	<p>Specific qualifications & experience</p> <ul style="list-style-type: none"> • Qualified teacher status (as recognised by the department for education). <p>Knowledge of relevant policies and procedures</p> <ul style="list-style-type: none"> • Knowledge and understanding of the role and responsibilities of senior leaders and governing bodies within primary schools. • Experience of previous or current responsibilities within a successful senior leadership team. • Substantive experience in a head of school, deputy or assistant head role • Experience of successfully leading teams to deliver improvements and initiatives. <p>The ability to:</p> <ul style="list-style-type: none"> • Think strategically and to plan effectively in both the short and long term; • Embrace, lead and manage change effectively within an organisation; <p>The ability to:</p> <ul style="list-style-type: none"> ○ Work co-operatively with a range of external agencies within a local area ○ Delegate and manage staff workload effectively; ○ Devise and implement effective measures for the performance of the school using inspection reports, data and research and to keep these measures under systematic review; <ul style="list-style-type: none"> • Good working knowledge of ICT to support learning. • Robust knowledge and understanding of recent developments and legislative changes in education and how these impact on the leadership and management of a primary school. • Commitment to raising the academic and personal achievement of pupils significantly and to holding. • High expectations of all children. <p>The ability to:</p> <ul style="list-style-type: none"> ○ Promote a positive ethos and pride in a school and its physical environment together; ○ Develop and maintain high standards of behaviour among pupils; ○ Raise standards and improve achievement; ○ Innovate to make learning inspiring, engaging and fun for pupils.
Communication	<p>Written</p> <ul style="list-style-type: none"> • Ability to write detailed reports, letters.
	<p>Verbal</p> <ul style="list-style-type: none"> • Ability to use clear language to communicate information unambiguously • Ability to listen effectively.
	<p>Languages</p> <ul style="list-style-type: none"> • Specialist language/communication skills if appropriate.
	<p>Negotiating</p> <ul style="list-style-type: none"> • Ability to negotiate effectively with adults and children.
Working with children	<p>Behaviour Management</p> <ul style="list-style-type: none"> • Ability to demonstrate effective implementation of the school's behaviour management policy and strategies, which contribute to a purposeful learning environment.
	<p>Curriculum</p> <ul style="list-style-type: none"> • Detailed understanding of the school curriculum. • Good working knowledge of specialist curriculum area(s) if appropriate.
	<p>Child Development</p> <ul style="list-style-type: none"> • Detailed understanding of child development. • Ability to assess progress performance and recommend appropriate strategies to support development. • Motivate, inspire and have high expectations of pupils.
	<p>Health & Well being</p> <ul style="list-style-type: none"> • Understand and support the importance of physical and emotional wellbeing.
Working with others	<p>Working with partners</p> <ul style="list-style-type: none"> • Ability to make a proactive contribution to the work of the team supporting children, their families and carers and contribute to group thinking, planning etc.

	Relationships <ul style="list-style-type: none"> Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults.
	Team work <ul style="list-style-type: none"> Ability to work effectively with a range of adults.
	Information <ul style="list-style-type: none"> Contribute to the development and implementation of effective systems to share information.
Responsibilities	Organisational skills <ul style="list-style-type: none"> Good organisational skills. Ability to remain calm under pressure. To be flexible. Follow instructions accurately.
	Line Management <ul style="list-style-type: none"> Ability to manage and support the work of others.
	Time Management <ul style="list-style-type: none"> Ability to manage own time effectively. Ability to adapt quickly and effectively to changing circumstances/situations.
	Creativity <ul style="list-style-type: none"> Demonstrate creativity and an ability to resolve problems independently.
General	Equalities <ul style="list-style-type: none"> Awareness of and promotion of equality.
	Health & Safety <ul style="list-style-type: none"> Good understanding of Health & Safety.
	Child Protection <ul style="list-style-type: none"> Good understanding and effective implementation of child protection procedures.
	Confidentiality/Data Protection <ul style="list-style-type: none"> Understand procedures and legislation relating to confidentiality.
	CPD <ul style="list-style-type: none"> Demonstrate a clear commitment to develop and learn in the role. Ability to critically evaluate own performance.

Data protection

- Being aware of the Trust's responsibilities under the Data Protection Act 1984 and all subsequent legislation and/or regulations for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this.
- Maintaining client records and archive systems, in accordance with departmental procedure, policy and statutory requirements.

Confidentiality

You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the Trust's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Equalities

The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Safeguarding Children and Safer Recruitment

Success Academy Trust is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. **An ENHANCED DBS check is required for this post.**

This Job Description is subject to annual review and alterations may be negotiated to reflect the changing needs of the Trust.