



## JOB DESCRIPTION

### PRIMARY DIRECTOR OF TEACHING & LEARNING (WITH LITERACY SPECIALISM) FULL TIME, PERMANENT

<b>Line Manager:</b>	Director of Primary School Improvement
<b>Location:</b>	Multi-Site, across all Primary Schools
<b>Salary:</b>	Leadership Scale L9 – L13

#### **Core purpose:**

The post holder will provide high-quality strategic leadership and operational management for teaching and learning, professional learning, curriculum development and literacy across the Trust's primary schools.

Under the leadership and direction of the Director of Primary School Improvement, the post holder will play a key role in improving the quality of education across the primary phase. The role will include responsibility for all aspects of literacy, including early reading and phonics, professional learning, ECT and ITT provision and curriculum development.

The post holder will work with teachers, school leaders and trust leaders to strengthen classroom practice, improve curriculum implementation, raise standards in literacy and support consistently strong outcomes for pupils. They will help to inspire committed and supportive teams across our primary schools and Early Years provisions, modelling and leading the improvement of teaching skills to improve pupil progress and narrow gaps in attainment.

#### ***Strategic responsibilities***

- To support the Primary School Improvement team in the successful implementation of the Trust vision including its Christian character.
- To support the Head of Primary School Improvement in implementing the Trust's policies and procedures to provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and health and safety.
- To provide strategic leadership for teaching and learning across the primary phase, ensuring that expectations are high and practice is continually strengthened.
- To lead the development and implementation of the Trust's Professional Learning Programme, ensuring that it reflects Trust priorities, school improvement priorities and individual professional development needs.
- To develop and implement the schools strategic plan for Primary Literacy to ensure high standards for all pupils.
- To provide high quality strategic leadership and operational management for all aspects of Literacy across the primary schools.
- To support subject leaders across the Trust to develop their leadership of curriculum areas, including through professional development, coaching, quality assurance and collaborative working.
- To work with the Director of Primary School Improvement to support the design, implementation and review of the Trust's curriculum strategy.

- To promote the development of lifelong learning for staff and pupils throughout the Primary schools.
- Enable all pupils to access all areas of the curriculum and secure the highest standards of achievement through the development of effective and consistent policy and practice.
- To support all aspects of Performance Management, including the quality assurance of lesson observations; the setting and reviewing of performance management targets; collating monitoring schedules
- To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching and learning.

***Operational Responsibilities:***

***Literacy***

- To provide strategic leadership for literacy across the Trust's primary schools, including reading, writing, phonics, oracy and vocabulary development.
- To develop and implement the Trust's strategic plan for primary literacy, ensuring high standards for all pupils.
- To support the planning, delivery and review of the literacy curriculum across the Trust's primary schools.
- Support staff in the use of assessment information to inform teaching and learning.
- Develop, model and disseminate outstanding practice in Literacy learning and teaching throughout NCEA Trust Primary Schools.
- Implement and monitor policies and practices which identify the Literacy needs of all Trust Primary pupils.
- Support staff across NCEA Trust Primary Schools in developing appropriate learning and teaching approaches which provide opportunities for all pupils to develop their Literacy skills
- Ensure that Literacy policy and practice meets the specific needs of all primary pupils including those with SEND.
- To evaluate the teaching of literacy through planning reviews, work analysis, pupil voice and other quality assurance activity, identifying effective practice and areas for improvement.
- Play a leading role in the implementation of statutory assessments and moderation, supporting the school leadership teams and individual members of staff as appropriate.
- To champion communication as the golden thread which runs through the Trust Primary curriculum, supporting teachers to develop communication friendly classrooms and promote the development of vocabulary across the curriculum.
- To promote a lifelong love of reading and drive forward the Trust's ambition that every child becomes a reader.
- Provide the strategic lead for Read Write Inc on the Primary schools and monitor the role of the Reading Leads and RWI champions.
- To ensure the effective use of Accelerated Reader, supporting staff in implementing the programme and monitoring pupil progress.
- Ensure consistency of practice through leading and organising regular opportunities for moderation in reading and writing.
- Lead, support and develop the team of Literacy Leads across the Trust Primary schools, supporting and challenging them with their improvement plans and role in school.
- Lead, provide direction and sustained emphasis on:
  - the CPD needs of staff in relation to Literacy development
  - the development of speaking, listening and communication skills.
  - promoting a love of reading in all Trust Primary schools.
  - the development of appropriate intervention strategies to improve levels of Literacy
  - the integration of Literacy across the curriculum
  - reflective practice and research
  - the development of e learning pedagogies
- Work in collaboration with the Primary Headteachers to ensure an appropriate range of Literacy resources (text, visual and digital) is available to pupils to support and extend their learning.

- Actively promote and monitor the use of the school's libraries, ensuring that they promote the Trust's commitment to high levels of engagement with reading for pleasure.
- Be a point of contact with the Schools Library Service ensuring that we maximise the potential of this resource.
- Continue to build upon opportunities for inter campus collaboration amongst both pupils and staff.
- Work closely with the Director of Early Years in ensuring continuity of provision from EYFS to Key stage 1.
- Develop and maintain strong links with the English faculty in the secondary phase.
- Work closely with the Primary Headteachers to develop and implement programmes which support family Literacy.
- Proactively seek external opportunities to enhance our Literacy and cross curricular programmes.
- Maintain an up to date knowledge and understanding of current Literacy policy and practice an act as the Director of Primary School Improvement's policy advisor on all matters relating to Literacy.

### ***Teaching, Learning and Curriculum***

- To work with the Director of Primary School Improvement to provide leadership for all staff in relation to teaching, learning and curriculum development.
- To support the Director of Primary School Improvement in the design, implementation and ongoing review of the Trust's curriculum strategy.
- To work with subject leaders across the Trust to strengthen curriculum planning, progression, assessment and quality assurance.
- To support school leaders and subject leaders in ensuring that curriculum planning is ambitious, coherent and responsive to pupils' needs.
- To contribute to quality assurance activity across the Trust, including learning walks, work scrutiny, pupil voice, curriculum reviews and analysis of assessment information.
- To support staff in using assessment information effectively to inform teaching, intervention and curriculum adaptation.
- To model, develop and disseminate effective teaching practice across the Trust's primary schools.
- To support schools in developing inclusive classroom practice, ensuring that pupils, including those with SEND and those who are disadvantaged, can access learning successfully.
- To maintain an up-to-date knowledge of national developments in teaching, learning, curriculum and assessment, and advise the Director of Primary School Improvement accordingly.

### ***Professional Learning***

- To take responsibility for the Trust's Primary Professional Learning Programme, with the support of the Director of Primary School Improvement and other Primary Directors.
- To ensure that the Professional Learning Programme reflects Trust priorities, school priorities and individual improvement needs.
- To ensure the characteristics of high-quality, professional learning are applied to development opportunities available to all staff
- To actively promote the link between effective professional learning and the standards of teaching and learning.
- To empower individual staff to be responsible for their own professional development.
- Empower leaders to be responsible for their team's learning programmes.
- Identify and respond to specific group and individual staff training needs.
- To ensure that professional learning is closely aligned with school evaluation and improvement processes.
- To maintain an overview of professional learning across the Trust's primary schools and evaluate its impact on standards, teaching and school improvement.
- Ensure that Professional Learning and appraisal are integral to the improvement cycle of the schools
- Integrate local, regional and national opportunities into Professional Learning and relate these to school priorities.

- To organise and deliver high-quality training, coaching and mentoring to individuals, groups and whole staff teams.

### ***ECT/ITT***

- Oversee the effective implementation of the ECF programme
- Monitor the engagement and success of all ECTs during their first two years of teaching
- Quality assure the ECF programme and ECTs engagement with it
- Ensure the programme complements statutory induction
- Act as the first point of contact for the appropriate body and ECF lead provider
- Complete termly progress reports of ECTs and submit these to the appropriate body
- Quality assure role the of mentors, including joint observations
- Attend and contribute to termly partnership meetings
- Act as STCC (School Training Centre Coordinator) with universities to ensure a successful partnership
- Deliver high quality induction training to all University students working in our trust
- Oversee the placement, assessment and progression of university students across NCEAT
- Work alongside universities and ITT providers to contribute to their programme of ITT and improve the offer to student teachers.

### ***General***

- To provide an excellent role model for all members of staff and for pupils in all aspects of school life.
- To offer guidance and support to colleagues.
- Undertake and lead such professional development as is required by the evolving nature of the post
- Carry out any other reasonable duties that are commensurate with the level and post