

Job Description

Post Details	Last Updated: January 2025
Job title	Trust Teaching and Curriculum Improvement Lead
Department	School Improvement
Grade	Leadership (L18 – 22)
Place of work	Based at Guildford working across all Trust Sites
Responsible to	Director of Education
Responsible for	Teaching and Learning Leads, Curriculum Leads, Senior and Middle leaders
Internal communication	Headteachers, Executive Team, Education Committee,
External communication	External partners, Department for Education (DfE), Local Authority

A. Job Purpose Statement

To be accountable for the improvement of teaching, learning and outcomes across trust schools.

B. Key Responsibility Areas:

- Contribute to the trust-wide school improvement strategy.
- Continue to develop the leadership and development of teaching, learning, curriculum and professional development across the trust's schools.
- Identify and support talent management in support of building a sustainable school improvement model through system leadership.

C. Core Purpose of Role

This is not designed to be a list of all tasks undertaken but an outline record of the main responsibilities.

1. Teaching and Learning Strategy

- Support the development and delivery of the trust-wide teaching and learning strategy.
- Secure consistently high standards of teaching in the trust's secondary schools through the introduction and embedding of the trust's teaching strategies, policies and procedures.
- Take a lead role in coaching and leading senior and middle leaders in the trust secondary schools to improve teaching and learning.
- Prepare and contribute to regular reports for school and trust Senior Leaders on the quality of teaching and learning.

- Under the direction of the Director of Education,
 - Support the Trust Inclusion lead, and School Improvement Partners establishing and sustaining high-quality teaching and learning across all curriculum areas
 - Ensure teaching is underpinned by subject expertise.
 - Ensure teaching is underpinned by excellent subject pedagogy.

2. Work with trust schools:

- Work alongside School Improvement colleagues to identify trust priorities in order to support the improvement of teaching and learning in trust schools.
- Provide feedback to schools on lesson visits and coaching so that leaders can support the closing of gaps through further visits.
- Support the identification of systemic gaps in a faculty or the wider school identified by regular school visits.

3. Development of School Leadership of Teaching, Learning and Curriculum

- Model lesson visits and instructional coaching for senior and subject leaders where needed working alongside Teaching and learning leads in schools.
- Quality assure the leadership of teaching in schools through review of CPD/training plans, working alongside school and trust colleagues, contribute to trust wide CPD programme development and delivery.
- Participate in school improvement and quality assurance visits.
- Support the leadership of key subject networks across the trust.
- Broker support across the trust in subject areas of excellence/in need of support.

4. Relationships and Partnerships

- Develop strong relationships and effective working arrangements with trust and school staff.
- Motivate and enable Teaching and Learning Leaders to carry out their roles to the highest standard through coaching and professional development
- Be approachable and adaptive to meet the needs of each school community.

5. Accountability

- Be accountable to the trust for the performance of teachers and leaders where support is provided directly.
- Support reporting on a regular basis and as required, to the Executive, Directors of Education, and Education Committee on the quality of teaching, learning and curriculum.

6. Other Responsibilities

- Continuously develop own professional practice and keep up to date with all relevant policy developments.
- Contribute to the wider work of the trust, its schools and communities, through partnership working, sharing of expertise and knowledge and voluntary out of hours work.
- Exercise a commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.
- Identify and prioritise research and CPD opportunities for the leadership of teaching, learning and curriculum.

- Carry out any such duties as may be reasonably required by the Chief Executive and the Directors of Education.

D. Expectations

The post holder is expected to take a leadership role in promoting the Learning Partners values:

Ambition for All – we will always strive for excellence – in every school, for every child.

Better Together – we will collaborate and work together in partnership with others to improve outcomes for all.

Learning that Inspires – We will enable everyone to access inspirational and thoughtful learning, stretching their horizons.

Brave Innovators – We will restlessly pursue creative and innovative ways of enriching the education of all children.

Guided by Integrity – We will be open, transparent and make decisions fairly.

All Learning Partners staff are expected to:

- Contribute effectively to raising student achievement and maintain a positive and supportive culture where all can fulfil their potential and be happy.
- Positively support equality of opportunity and equity of treatment to colleagues and students.
- Help maintain a safe working environment by:
 - Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand.
 - Following local codes of safe working practices and the School's Health and Safety Policy.

This post is classified as having substantial access to children and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.

Learning Partners Academy Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff and volunteers to share this commitment.

E. Summary

Every effort has been made to explain the main duties and responsibilities of this role, however, each individual task undertaken may not be explicitly identified. You will be expected to comply with any reasonable request from the CEO to undertake work of a similar level not specified in this job purpose.

As the trust and the post-holder develop, there will inevitably be some changes to the duties for which the post is responsible, and possibly to the emphasis of the post itself. The trust expects that the post-holder will recognise this and will adopt a flexible approach to work. This could include undertaking relevant training if necessary.

Should significant changes to the job purpose become necessary, the post-holder will be consulted and the changes reflected in a revised job purpose.

F. Person Specification

This section describes the knowledge, experience and competence required by the post holder that is necessary for standard acceptable performance in carrying out this role.

		Essential/Desirable
Education & qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status. 	E
	<ul style="list-style-type: none"> • Educated to Degree Standard 	E
	<ul style="list-style-type: none"> • Evidence of commitment to continuing professional development. 	E
	<ul style="list-style-type: none"> • Masters level qualification. 	D
	<ul style="list-style-type: none"> • NPQSL or equivalent leadership qualification. 	E
Experience	<ul style="list-style-type: none"> • Substantial experience as a Senior Leader in school, MAT or as an Education Adviser including responsibilities for improving teaching. 	E
	<ul style="list-style-type: none"> • Coaching and mentoring colleagues with demonstrable impact. 	E
	<ul style="list-style-type: none"> • Instructional coaching. 	D
	<ul style="list-style-type: none"> • Able to demonstrate substantial and impactful experience of service leadership and management in teaching and/or professional development. 	E
	<ul style="list-style-type: none"> • Relevant experience in the analysis of performance data and its use to secure improvement. 	E
	<ul style="list-style-type: none"> • Proven experience of effective collaborative working and stakeholder engagement. 	E
	<ul style="list-style-type: none"> • Relevant experience of designing and delivering effective professional development. 	E
	<ul style="list-style-type: none"> • Proven experience of leading Learning and teaching at a senior level in a school setting. 	E
	<ul style="list-style-type: none"> • Recent experience of leading at a senior level in a high performing school. 	D
Skills/abilities/knowledge	<ul style="list-style-type: none"> • Up to date teaching and professional development knowledge including national policy, pedagogy, curriculum, assessment, behaviour management strategies, inspection findings and statutory requirements. 	E
	<ul style="list-style-type: none"> • The skills and knowledge to design effective professional development programmes and materials. 	E
	<ul style="list-style-type: none"> • The ability to plan strategically across a number of schools and to quality assure implementation. 	E
	<ul style="list-style-type: none"> • Excellent interpersonal and communication skills. 	E
	<ul style="list-style-type: none"> • The ability to embrace, adopt and put in to practice the Trust's approach to inclusion. 	E
	<ul style="list-style-type: none"> • The ability to develop, maintain and nurture positive professional relationships and work effectively with staff of varying experience. 	E
	<ul style="list-style-type: none"> • The ability to analyse performance data and use it to secure improvement. 	E
	<ul style="list-style-type: none"> • The ability to write concise and accessible reports. 	E
Aptitudes/	<ul style="list-style-type: none"> • An inspiring leader with personal drive and 	E

personal qualities	tenacity to motivate, empower and support individuals.	
	<ul style="list-style-type: none"> Professional and approachable 	E
	<ul style="list-style-type: none"> Confident and willing to challenge traditional assumptions. 	E
	<ul style="list-style-type: none"> Energetic, enthusiastic and resilient, along with being action and solution focussed. 	E
	<ul style="list-style-type: none"> Committed to self-development and the development of others. 	E
	<ul style="list-style-type: none"> Highly resilient and determined in the face of challenges. 	E
	<ul style="list-style-type: none"> A strong commitment to the Trust's vision and values 'leading schools where children thrive' A strong commitment to supporting and promoting safeguarding, equality and diversity. 	E
Special requirements	<ul style="list-style-type: none"> Ability to work flexibly to meet deadlines and respond to unplanned situations. 	E
	<ul style="list-style-type: none"> Be able to travel to meetings at other trust sites. 	E
	<ul style="list-style-type: none"> Be available to be contacted at mutually agreed times. 	E
	<ul style="list-style-type: none"> Hold a drivers licence 	E

Signed (postholder): _____

Date: _____