



## **Primary Education Director**

### **JOB DESCRIPTION**

#### **Role Purpose:**

The purpose of this role is to lead the delivery of exceptional education across a number of primary academies within the trust, ensuring exceptional pupil outcomes and whole academy improvement. The role involves line managing a group of primary academy headteachers across E-ACT, holding them accountable for high standards in safeguarding, pupil wellbeing, and educational outcomes, while contributing to broader trust initiatives and strategic development.

Flexibility is key, as you'll adapt to shifting priorities and align your efforts with the most critical requirements across both the academies under your care and the broader Trust. As a national MAT you will need to be flexible. The role involves significant travel and overnight stays. We are looking for a leader who can bring further pace and ambition to E-ACT.

#### **Key Accountabilities:**

Reporting to the National Director of Primary Education, this post holder will be accountable for:

#### **Strategic Leadership and Development:**

- Lead and deliver trust-wide projects through assurance boards (PAB, LAB, CAB) and other initiatives required to meet the needs of the Trust, ensuring that strategic priorities are implemented effectively.
- Drive the development and implementation of Academy Improvement Plans (AIPs) and Self-Evaluation, ensuring that each plan accurately reflects the academy's strengths and areas for growth.
- Support the Education Directorate team and wider work of the Trust by attending conferences, networks, events, and strategic planning days.
- Actively participate in E-ACT-led assurance and governance activities, including serving on an Interim Executive Board (IEB) when required, providing input on academy performance, scrutiny, and support.
- Collaborate with senior leaders to identify and respond to emerging challenges and opportunities across the trust, maintaining a forward-thinking approach to continuous improvement.
- Lead curriculum development across multiple academies, including primary and special academies, ensuring a cohesive and inclusive educational experience for all pupils.
- Contribute to national strategies for raising attainment and share best practices across the network to support academy improvement.

#### **Leadership and Management:**

- Develop leadership capacity within headteachers and senior leaders, providing tailored support and fostering a culture of continuous improvement and high expectations.
- Line manage a group of headteachers, driving improvement in educational standards and ensuring the successful achievement of performance objectives.



- Challenge underperformance, setting clear expectations and supporting headteachers in implementing effective improvement strategies.
- Build and maintain a network of support among national colleagues, ensuring that linked academies receive timely and appropriate assistance in areas like safeguarding, SEND, and attendance
- Hold headteachers to account over their marketing strategy, ensuring evaluation and accountability measures are in place for pupil numbers, attracting and retaining talent, and enhancing the overall academy perception and reputation.
- Collaborate with the Chief People Officer and HR Business Partner to support the implementation of the Trust's People Strategy, focusing on attracting, developing, and retaining high-quality staff across linked academies.

#### **Quality of Education and Pupil Outcomes:**

- Oversee the delivery of high-quality education, using data and evidence to drive improvements in teaching and learning, and ensuring that all children achieve their potential.
- Monitor progress against key strategic priorities, aligning efforts with the trust's goals and addressing disparities in achievement.
- Support academies in improving educational standards, including preparing for external assessments and reviews, ensuring readiness for inspections.
- Work collaboratively with headteachers to ensure effective implementation of SEND provision and inclusion strategies, ensuring all pupils' needs are met.
- Support academies in improving attendance rates, implementing effective strategies to reduce absenteeism and ensure pupils are fully engaged in their learning.

#### **Safeguarding and Compliance:**

- Be accountable for the safeguarding and wellbeing of all pupils within linked academies, ensuring a proactive and consistent approach to safeguarding policies and procedures.
- Ensure compliance with statutory requirements and trust policies, including accurate completion and monitoring of Trust assurance work.
- Provide guidance to headteachers on safeguarding matters, ensuring that any concerns are addressed swiftly and appropriately.
- Promote a culture of safety and wellbeing within academies, adhering to best practices in safeguarding and behaviour management.

#### **Finance:**

- Work in collaboration with the Finance Business Partner (FBP) and HR Business Partner (HRBP) to ensure balanced budgets and align financial and staffing strategies with educational priorities.
- Ensure effective budget planning and resource allocation in partnership with the FBP, providing oversight to maintain financial stability across all linked academies.
- Seek opportunities for additional funding to support educational initiatives and academy development.
- Lead on recruitment for key leadership roles within academies, ensuring that appointments align with budget constraints and the strategic needs of each academy.

#### **Culture:**



- Responsible for the health and safety, security, and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity, and Inclusivity.
- Uphold and embody the trust's core values: Thinking Big, Doing the Right Thing, and Showing Team Spirit.
- Ensure that there is a safe and happy culture within your academies, adhering to exceptional safeguarding practice, pupil behaviour, and attendance.
- Regularly hold your headteachers to account to ensure that they and their teams are performing to the best of their ability, including having honest and sometimes difficult conversations, guided by doing the right thing.
- Foster a positive and inclusive culture within linked academies, ensuring a safe and respectful learning environment for all pupils and staff.
- E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

#### **Standard Operating Procedures**

- Ensure that you adhere to the E-ACT Scheme of Delegated Authority
- Manage all educational risks within your academies effectively, ensuring that all required mitigations are in place.
- Undertake any other duties appropriate to the grade of the post as requested by your line manager.
- E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.
- Be responsible for safeguarding within the academies and work with the operational teams to ensure that safer recruitment procedures are adhered to for every appointment. Education directors will be expected to complete safer recruitment training at least every two years.

**Signed:** ..... **Date:** .....



## PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a headteacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

## OUR VALUES

Thinking Big	<ul style="list-style-type: none"><li>• Show energy, enthusiasm and passion for what you do</li><li>• Demand the highest quality in all that you do, and in the work of your team</li><li>• Willing to champion new ideas and think beyond the status quo</li><li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li><li>• Be open to new ideas and change where it will have a positive impact on the organisation</li><li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li><li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li><li>• Commitment to self-development, and developing your wider Team</li><li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li></ul>
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	<ul style="list-style-type: none"> <li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li> </ul>
<b>Doing the Right Thing</b>	<ul style="list-style-type: none"> <li>• Have integrity and honesty in all that you do</li> <li>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li> <li>• Take responsibility and ownership for your area of work</li> <li>• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li> <li>• Be transparent and open</li> <li>• Be resilient and trustworthy</li> <li>• Stand firm and stay true to our mission</li> </ul>
<b>Showing Team Spirit</b>	<ul style="list-style-type: none"> <li>• Understand how you can have a greater impact as a team than you can as an individual</li> <li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li> <li>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li> <li>• Recognise and celebrate the success and achievements, no matter how small of your colleagues</li> <li>• Be generous with sharing your knowledge to help to develop others</li> <li>• Understand and be willing to receive suggestions and input on your area of work from others</li> <li>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li> <li>• Be aware of other peoples' needs and show an ability to offer genuine support</li> <li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li> </ul>



## KNOWLEDGE, EXPERIENCE & SKILLS

### Requirement

**E** – Essential

**D** – Desirable

### Assessed at

**A** – Application Stage

**I** – Interview Stage

**P** – During the probationary period

		<b>E</b>	<b>D</b>	<b>A</b>	<b>I</b>	<b>P</b>
<b>Organisational Fit</b>	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
<b>Knowledge</b>	Qualified teacher status or recognised equivalent	X		X	X	
	Degree in education related field	X		X	X	
	Additional relevant training in Safeguarding, including in a special school context	X		X	X	X
	Evidence of continuous professional development	X		X	X	X
	Knowledge of curriculum development across multiple schools, including primary and special schools	X		X	X	X
	NASENCO (National Award for SEN Coordination)		X	X		
	Knowledge of creative and research driven approaches to teaching and learning	X		X	X	X
	Knowledge of and/or ability to use technology to support pupil learning	X		X	X	X
	Knowledge of current primary and special education legislation, Ofsted framework and best practice	X		X	X	X
<b>Experience</b>	Experience of being a high performing primary headteacher including leadership in challenging educational contexts.	X		X	X	
	Extensive experience of Trust wide leadership including working with external stakeholders, regulatory bodies and special schools		X	X	X	
	Proven successful mentoring/coaching of colleagues	X		X	X	X
	Experience as an OI or HMI	X		X	X	X

	Experience in providing training and professional development to staff	X		X	X	X
	Experience working collaboratively with HR and finance partners at a multiple school level	X		X	X	X
	Teaching experience across the age range required for the role	X		X	X	X
	Pupil Premium Reviewer		X	X		
	Proven success in improving student outcomes	X		X	X	X
<b>Skills</b>	Ability to support headteachers in delivering consistent high standards	X		X	X	X
	Ability to plan, prepare, and deliver a curriculum relevant to the age and ability of the groups	X		X	X	X
	Ability to understand and ensure the academy is teaching and delivering the appropriate curriculum	X		X	X	X
	Demonstrable expertise in safeguarding practices and supporting SEND provision at a multiple school level	X		X	X	X
	An ability to analyse and interpret data to Inform planning, target setting and academy performance	X		X	X	X
	Ability to think and plan operationally and strategically	X		X	X	X
	Strong interpersonal and communication skills, with a proven ability to build effective relationships across multiple teams and stakeholders	X		X	X	X
	Ability to ensure the academy is assessing and recording the progress of students' learning and this is embedded	X		X	X	X
<b>Personal Qualities</b>	A commitment to getting the best outcomes for all pupils	X		X	X	X
	Ability to work under pressure and adapt to changing circumstances and challenges	X		X	X	X
	Commitment to maintaining confidentiality at all times	X		X	X	X
	Strong leadership skills and ability to empower, motivate and create a positive working environment	X		X	X	X



	Ability to see the big picture as well as focus on what needs to be done	X		X	X	X
	Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position	X		X	X	X