



Job Description: Group School Improvement Partner - Primary Curriculum and Teaching

Job Title:	Group School Improvement Partner - Primary Curriculum and Teaching
Reports to:	Director of Education
Salary:	£46,400.00 - £65,010.00 per annum
Location:	Across Serenity Education Group schools

About the role

The Group School Improvement Partner - Primary Curriculum and Teaching will provide expert support, challenge and assurance across Primary provision in all Serenity schools.

The role is focused on improving the quality of education across the Primary phase, with particular responsibility for curriculum implementation, teaching quality, early reading and phonics, writing, mathematics, assessment, pupil progress and leadership capacity.

This is a practical, visible and hands-on role. The successful candidate must be credible in classrooms, able to evaluate the quality of teaching accurately, and skilled in turning evidence into precise improvement actions. They must be able to support and challenge Headteachers, senior leaders, Primary phase leaders, SENCOs, teachers and support staff.

The role requires someone who can think strategically, but who remains close enough to classroom practice to know whether improvement is genuinely happening.

Purpose of the Role

To improve the quality, consistency and impact of Primary education across Serenity Education Group by strengthening curriculum implementation, teaching practice, assessment, pupil progress and leadership capacity.

Key Responsibilities

1. Group-wide Primary school improvement

The postholder will:

- Act as the SED School Improvement Partner for Primary provision across all schools.
- Provide high support and high challenge to Headteachers and senior leaders.
- Lead the development and implementation of a coherent Primary improvement plan aligned to group priorities.
- Identify strengths, weaknesses and priorities across schools and implement targeted improvement actions.

- Ensure improvement activity leads to embedded change rather than short-term compliance.
- Support leaders to understand what strong Primary SEND provision looks like and how to secure it.
- Hold leaders to account for the quality and consistency of Primary curriculum, teaching, assessment and pupil outcomes.

2. Primary curriculum leadership and implementation

The postholder will:

- Drive consistent implementation of the agreed SED Primary curriculum model across all schools and pathways.
- Lead the review and continuous improvement of Primary long-term plans, medium-term plans and schemes of learning.
- Ensure the curriculum is coherently sequenced, appropriately ambitious and carefully adapted for pupils with Autism and complex learning profiles.
- Ensure Primary curriculum implementation supports:
 - Communication and language development.
 - Early reading and phonics.
 - Reading fluency and comprehension.
 - Writing development, including sentence accuracy and extended writing where appropriate.
 - Mathematical fluency, reasoning and application.
 - Wider curriculum breadth, including science, humanities, arts, PE and PSHE/RSE.
 - Personal development, independence, regulation and participation.
- Ensure curriculum planning reflects the needs of pupils working below age-related expectations, including pupils who are pre-verbal or minimally verbal.
- Ensure curriculum adaptations are evidence-informed and do not dilute ambition.
- Support leaders and teachers to translate curriculum intent into high-quality classroom practice.

3. Teaching and learning improvement

The postholder will:

- Evaluate and improve teaching quality across Primary provision through:
 - Lesson visits.
 - Learning walks.
 - Work scrutiny.
 - Learning evidence reviews.
 - Planning reviews.
 - Pupil progress reviews.
 - Staff coaching and feedback.
- Establish clear expectations for effective Primary SEND teaching, including:
 - Structured routines.
 - Predictable learning sequences.
 - High-quality adult modelling.
 - Clear explanations.
 - Explicit vocabulary teaching.
 - Effective scaffolding.
 - Appropriate use of visual supports and communication systems.
 - Behaviour understood as communication.
 - Proactive regulation and de-escalation.

- Effective deployment of teaching assistants.
- High participation and engagement for all pupils.
- Coach teachers and support staff so that teaching leads to learning, not simply activity.
- Support staff to help pupils retain, practise and apply knowledge and skills over time.
- Challenge weak or inconsistent practice professionally and ensure follow-up leads to improvement.

4. Early reading, phonics, writing and mathematics

The postholder will:

- Strengthen the quality and consistency of early reading and phonics provision across Primary.
- Support schools to ensure pupils are placed on appropriate reading and communication pathways.
- Ensure phonics, pre-phonics, reading, writing and communication teaching are matched to pupils' developmental profiles.
- Support leaders to improve writing provision, including mark-making, sentence construction, functional writing and extended writing where appropriate.
- Strengthen Primary mathematics provision, including number, fluency, reasoning, problem-solving and functional application.
- Ensure literacy and numeracy interventions are implemented effectively and their impact is evaluated.

5. Assessment, progress and pupil outcomes

The postholder will:

- Ensure Primary assessment is robust, meaningful and appropriate to pupils' pathways and levels of development.
- Support schools to align assessment with curriculum progression, EHCP outcomes and pupil need.
- Ensure leaders can evidence:
 - Curriculum progress.
 - Small-step progress.
 - Communication and developmental progress.
 - Engagement and participation.
 - Independence and readiness for learning.
- Analyse progress evidence across schools and translate findings into clear improvement priorities.
- Ensure assessment evidence is triangulated through data, work scrutiny, observations, pupil voice, communication evidence and classroom practice.

6. Quality assurance and accountability

The postholder will:

- Implement a consistent Primary quality assurance cycle across schools.
- Produce clear, precise and evaluative reports for the Director of Education.
- Identify strengths, weaknesses, risks and non-negotiables.
- Set clear actions with ownership, deadlines and impact measures.
- Follow up agreed actions and check whether improvement has been embedded.

- Support schools to maintain strong evidence for Ofsted, commissioning and internal accountability.
- Ensure quality assurance focuses on impact for pupils, not just completion of processes.

7. Leadership development and professional development

The postholder will:

- Build leadership capacity within Primary teams across schools.
- Coach and mentor Primary phase leaders, middle leaders and senior leaders.
- Design and deliver professional development for teachers and support staff.
- Support induction for new Primary staff.
- Share and replicate strong practice across schools.
- Support leaders to develop confidence in evaluating teaching, curriculum and pupil progress.

8. Professional conduct and collaboration

The postholder will:

- Represent Serenity Education Group professionally across schools.
- Work collaboratively with Headteachers, senior leaders and central colleagues.
- Maintain high levels of discretion, organisation and professionalism.
- Balance support, challenge and accountability.
- Contribute to wider group improvement priorities as directed by the Director of Education.

Person specification

Non-negotiable essential criteria

Candidates must have:

- Qualified Teacher Status or an equivalent recognised teaching qualification.
- Successful Primary classroom teaching experience.
- Evidence of being an excellent practitioner in their own right.
- Leadership experience with direct responsibility for improving teaching, curriculum, assessment or pupil outcomes.
- Proven impact in improving classroom practice and pupil progress.
- Strong knowledge of Primary curriculum progression, including early reading, phonics, writing and mathematics.
- Strong understanding of SEND, Autism, communication needs and adaptive teaching.
- Experience of observing teaching, reviewing work, evaluating planning and giving precise developmental feedback.
- Experience of coaching teachers and support staff to improve practice.
- The ability to challenge leaders and staff professionally while maintaining strong relationships.

Essential experience and knowledge

Candidates must demonstrate:

- Successful leadership experience at Assistant Headteacher, Deputy Headteacher, Headteacher, senior Primary leadership, phase leadership or equivalent level.
- Experience improving teaching quality and pupil outcomes.
- Experience leading or improving Primary curriculum implementation.
- Strong knowledge of early reading and phonics.
- Strong knowledge of writing development and Primary mathematics.
- Understanding of assessment systems appropriate for SEND contexts.
- Ability to evidence progress for pupils working below age-related expectations.
- Ability to work across more than one school or setting.
- Strong written communication skills, including evaluation reports and action plans.
- High expectations and ambition for pupils with SEND.

Desirable experience

It would be desirable for candidates to have:

- Experience working in a specialist SEND school, special school, alternative provision or highly inclusive mainstream setting.
- Experience working across multiple schools or within a trust, group or school improvement structure.
- Experience leading phonics strategy across a school or group.
- Experience supporting Ofsted inspection readiness.
- Experience delivering professional development across multiple teams.

Safeguarding Statement

Serenity Education Group is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to safer recruitment checks, including an enhanced DBS check, references, identity checks, right to work checks, online checks and other pre-employment checks in line with statutory guidance.