

## JOB DESCRIPTION

| Employment Details |                         |
|--------------------|-------------------------|
| Job Title          | School Improvement Lead |
| Reports to         | Director of Education   |
| Salary Band        | MPS – UPS with TLR      |

### Safeguarding Commitment:

*The White Horse Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We therefore expect all staff and volunteers to work to and within school policies and procedures, including safeguarding, child protection and health and safety.*

*This post is subject to satisfactory references which will be requested prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical clearance, evidence of qualifications and verification of the right to work in the UK.*

| Purpose of the Role  |
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| <p>The School Improvement lead will provide expert, trust-wide leadership for their subject, securing strong outcomes, consistency and ambition across TWHF primary schools.</p> <p>The postholder will work directly with headteachers, senior leaders and subject leaders to strengthen curriculum design, teaching quality, assessment and professional development, ensuring the subject is inclusive, ambitious and well sequenced from EYFS to KS2.</p> <p>This is a hands-on, outward-facing role, modelling best practice, coaching leaders and teachers, and contributing directly to sustained school improvement.</p> |

| Responsibilities   |
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| <p><b>Strategic Subject Leadership</b></p> <ul style="list-style-type: none"> <li>• Contribute to the trust-wide vision for the subject, ensuring alignment with the ENRich Curriculum, EYFS framework and evidence-informed practice.</li> <li>• Support schools to develop coherent, progressive and inclusive curricula, including mastery approaches and effective use of representations and structures.</li> <li>• Contribute to trust-level self evaluation and improvement planning, with a specific focus on mathematics outcomes and teaching quality.</li> <li>• Actively maintain and enhance your subject expertise by keeping fully up to date with the latest research, developments, and best practice within your subject of responsibility. This includes engaging with relevant professional learning opportunities, educational literature, networks, and applying this knowledge to inform practice, drive continuous improvement, and ensure high-quality outcomes.</li> </ul> <p><b>School Improvement and Impact</b></p> <ul style="list-style-type: none"> <li>• Provide targeted school improvement support for the subject, including for schools requiring additional challenge or rapid improvement.</li> <li>• Undertake joint monitoring activities with senior leaders (lesson visits, work scrutiny, pupil voice), providing clear, developmental feedback.</li> <li>• Support schools in preparing for inspecting, ensuring the subject provision is inspection-ready and evaluative.</li> </ul> |

### **Leadership Development and Professional Learning**

- Coach and mentor subject leaders and senior leaders, building sustainable internal capacity.
- Design and delivery high quality professional development for teachers and leaders across the trust.
- Model excellent subject pedagogy through team-teaching, demonstration lessons and collaborative planning.

### **Assessment and Outcomes**

- Support schools to use assessment intelligently and proportionately to inform teaching and improvement.
- Analyse attainment and progress data, identifying strengths, gaps and priorities for action.
- Champion strong outcomes for all pupils, including disadvantaged pupils, pupils with SEND and more able learners.

### **Trust Contribution**

- Work collaboratively with other School Improvement Leads, the Education Team and professional services.
- Contribute to trust-wide networks, working groups and strategy development.
- Uphold and model the values, professionalism and ambition of The White Horse Federation.

### **Additional Duties and Responsibilities**

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The post holder will respect the need for confidentiality at all times while performing this role.

The post holder must at all times carry out their responsibilities with due regard to Trust policy and arrangements for Health and Safety at Work.

All staff within The White Horse Federation will be expected to accept reasonable flexibility in working arrangements and the allocation of duties to reflect the changing roles and responsibilities.

### **Safe Working Practices with Children**

It is the responsibility of each employee to carry out their duties in line with The White Horse Federation's ethos and culture of safe working practices for adults working with children and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. Each employee should act as an exemplar on these issues and must, where appropriate, identify and monitor training for themselves and any employees they are responsible for.

### **General Data Protection Regulations**

The post holder is required to comply with GDPR regulations and to maintain awareness of Trust policies and procedures in this area. Attention is specifically drawn to the need for confidentiality in handling personal data and the implications of unauthorised disclosure.

**Equality and Diversity**

There is a requirement for the post holder to promote the equality and diversity agenda within their own role and areas of responsibility and across the department. In fulfilling the requirements set out in this job description, the post holder will apply The White Horse Federation's commitment to equality by treating all employees fairly and without discrimination.

*This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or level of responsibility entailed. Such variations are a common occurrence and cannot in themselves justify a reconsideration of the grading of the post. The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being processed. Any review will be carried out in consultation with the post holder before any changes are implemented.*

|                               |                       |                        |          |
|-------------------------------|-----------------------|------------------------|----------|
| <b>Developed by:</b>          | Director of Education | <b>Issue Date:</b>     | May 2026 |
| <b>Post Holder signature:</b> |                       | <b>Signature Date:</b> |          |

## PERSON SPECIFICATION

| Qualifications and Training  |   |
|--|---|
| Essential  | Desirable   |
| <ul style="list-style-type: none"> <li>Qualified Teacher Status (QTS)</li> </ul>   | <ul style="list-style-type: none"> <li>NPQ or other leadership qualification</li> </ul>   |
| Skills and Experience  |   |
| Essential  | Desirable   |
| <ul style="list-style-type: none"> <li>Successful experience as a primary teacher, with a strong personal track record in specialist subject</li> <li>Substantial experience as a subject leader, assistant headteacher, deputy headteacher or similar leadership role</li> <li>Evidence of impact on improving specialist subject outcomes and teaching quality</li> <li>Experience of supporting or influencing practice beyond a single classroom or school</li> <li>Ability to build trusted, professional relationships with leaders and teachers</li> <li>Credible, reflective and outward facing leader</li> <li>Collaborative and values driven with a commitment to equity and inclusion</li> <li>Highly organised, adaptable and resilient</li> <li>Passionate about improving life chances for children through excellent education</li> <li>Able to work effectively across multiple schools and contexts</li> </ul> | <ul style="list-style-type: none"> <li>Experience working across multiple schools or within a MAT</li> <li>Experience of leading trust-wide CPD or networks</li> <li>Experience supporting schools through inspection or rapid improvement</li> </ul> |
| Specialist Knowledge   |   |
| Essential  | Desirable   |
| <ul style="list-style-type: none"> <li>Deep understanding of effective primary subject pedagogy, including mastery, fluency, reasoning and problem solving</li> <li>Strong curriculum knowledge across EYFS, KSI and KS2</li> <li>Clear understanding of Ofsted expectations relating to curriculum, teaching and outcomes in subject</li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>  |
| Personal Traits  |   |
| The successful candidate will:   |   |
| <ul style="list-style-type: none"> <li>Appreciate the differences between people regardless of ability or background and treat peoples' values, beliefs, cultures and lifestyles with respect and dignity at all times.</li> <li>Understand the boundaries of appropriate behavior when working with children and young people and always act in a way that respects these boundaries.</li> <li>Understand the principles of confidentiality and adhere to them in respect to the information available within the workplace.</li> <li>Have values that align with the ethos and culture of The White Horse Federation.</li> </ul>   |   |