



DIRECTOR OF PRIMARY EDUACTION



HEARTWOOD
LEARNING TRUST

Job Introduction

The Director of Primary Education is the Trust's strategic and executive lead for the primary phase, providing leadership, challenge, and support across the Trust's six primary schools.

Reporting directly to the Executive Director of Education, the postholder will provide strategic oversight of educational standards, school improvement, leadership capacity, and the quality of education across the primary phase, ensuring that all schools provide an ambitious, inclusive, and high-quality education in which every child can flourish.

The postholder will contribute to the wider strategic leadership and development of the Trust as a member of the Executive Team, and will promote collaboration, excellence, and continuous improvement across the primary phase and the Trust as a whole.



Welcome to Heartwood Learning Trust!

We have a simple mission which is to provide environments where children and young people can thrive.

We want our pupils, colleagues and school communities to be given opportunities so that they can live life in all its fullness, now and in the future. Our Trust values, Kindness, Respect and Teamwork, underpin everything that we do and the way that we do it.

We are very lucky to have fourteen thriving schools in Hull, York and across North Yorkshire. Some of our schools are community schools and others are Church schools. The diversity of our schools makes our Trust richer. It is important to us that our schools serve their local communities. Each school has its own distinct character which we believe makes us even stronger as a family of schools.

Our schools work collaboratively, to share and develop great practice. We make sure that we have strong foundations through working together and bringing together expertise so that we can give our pupils the very best. We have a common approach to curriculum and teaching across the Trust to ensure quality and to reduce the workload of our colleagues.

If you would like to see any of our schools in action, we would love to welcome you. Please do not hesitate to get in touch.

Helen Winn

Chief Executive Officer
and Accounting Officer



Our Vision

— *life in all its fullness* —

A PLACE TO THRIVE

JOHN 10:10

Our Values

Kindness

We believe in the power of kindness, generosity and consideration. Treating others as we would wish to be treated ourselves. It is the right thing to do, and it helps to create places where people thrive. However, our commitment to kindness doesn't mean that we shy away from constructive challenge, or from making tough decisions for the right reasons.

Respect

We encourage everyone in our community to respect and value each other, and to treat each person as a unique individual of inherent worth. Some of our schools are faith based, others are not, and we serve a wide range of urban, rural and coastal communities. This rich tapestry makes us who we are, and we believe that diversity makes us stronger.

Teamwork

We believe in the strength of teamwork - that we learn and achieve more by working collaboratively. We are committed to building a strong, resilient and sustainable multi academy trust by developing a talented team of likeminded people, with the common goal of delivering great learning experiences. With a forensic focus on improvement, we work together to achieve our objectives.





Primary Academies / Schools



Secondary Academies / Schools



Alternative Provision Academies



Job Context

The postholder will work closely with primary Principals, providing appropriate support, challenge, and professional advice, while recognising and respecting their accountability for the leadership and day-to-day operation of their individual schools.

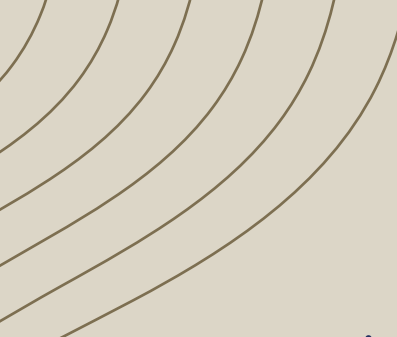
The postholder will contribute to the development and implementation of the Trust's vision and values. They will also provide particular strategic leadership for the distinctive Christian character and vision of the Trust's Church primary schools. They will ensure that the Christian value of these schools is understood, lived out, and demonstrably impacts on the experience and flourishing of pupils and adults.



Accountabilities / Main Responsibilities

Main Responsibilities

- Provide strategic leadership for the quality, effectiveness, and continuous improvement of education across the Trust's primary schools in line with the Trust's vision and values
- Provide effective support and challenge to Principals in relation to educational standards, leadership, pupil outcomes, and school improvement
- Maintain a clear overview of the strengths, priorities, risks, and improvement needs of each primary school and ensure that appropriate action is taken
- Lead the development and implementation of Trust-wide primary education priorities, ensuring that these are translated into effective practice within individual schools
- Promote high expectations for teaching, learning, curriculum, assessment, and pupil outcomes across the primary phase
- Ensure that primary schools have appropriate approaches to curriculum development, teaching and learning, assessment, and intervention, which enable all pupils to make strong progress and achieve well
- Provide strategic oversight of key primary priorities, including early years, early reading and phonics, mathematics, writing, inclusion, and the closing of gaps in attainment and progress
- Ensure that school improvement activity is evidence-formed, appropriately targeted, and focused on sustainable development
- Provide appropriate leadership and support before, during, and following external inspection, and review activity, including Ofsted and, where relevant, SIAMS
- Identify and disseminate effective practice across the primary schools, and facilitate collaboration where this will improve outcomes or strengthen provision
- Ensure that the specific context, strengths, and needs of individual schools are understood and reflected in improvement strategies
- Contribute to the development and review of Trust policies, frameworks, and approaches relating to primary education
- Support in responding to significant educational, operational, or performance issues within the primary phase



Communications

- Establish and maintain highly effective professional relationships with Principals, senior leaders, governors, staff, pupils, and other stakeholders
- Communicate the Trust's educational vision, expectations, and strategic priorities clearly and consistently across the primary phase
- Provide clear, constructive, and appropriately challenging feedback to Principals and senior leaders
- Ensure that educational priorities, performance information, risks, and areas for improvement are communicated effectively to relevant Trust leaders
- Represent the primary phase effectively within Trust-wide leadership structures and ensure that the voice and needs of primary schools inform Trust decision making
- Communicate effectively with diocesan and Church partners in relation to the Trust's Church schools and Christian vision
- Contribute to effective communication with parents, carers, and wider communities where appropriate, particularly in relation to significant educational developments or Trust-wide primary initiatives

People Management

- Provide strategic leadership for the development of primary leadership capacity across the Trust
- Support Principals to develop effective senior leadership teams and build sustainable leadership capacity within their schools
- Contribute to the recruitment, appointment, induction, and retention of high-quality primary leaders, including Principals and other senior leaders, as required
- Identify leadership strengths, development needs, and succession opportunities across the primary phase
- Promote effective succession planning and the development of future leaders
- Provide appropriate support, challenge, and professional advice to Principals, maintaining clear lines of accountability within the Trust's governance and leadership arrangements
- Contribute to performance management and professional review processes for relevant primary leaders in accordance with Trust arrangements
- Promote a culture of high expectations, professional accountability, collaboration, wellbeing, and continuous improvement
- Support the development of effective leadership within the Trust's Church schools, including an understanding of Christian leadership and the distinctive responsibilities of Church school leaders
- Work with relevant Trust colleagues to ensure that workforce planning and leadership development support the Trust's strategic priorities for the primary phase

Partnership or Corporate Working

- Contribute as a member of the Trust's Executive Team to the development and implementation of the Trust's overall strategy, vision, values, and priorities
- Work collaboratively with colleagues across education, safeguarding, inclusion, finance, HR, estates, governance, communications, and other central functions to ensure effective support for primary schools
- Promote effective collaboration and professional learning across the six primary schools and between the primary and secondary phases
- Develop and maintain effective strategic relationships with the relevant Diocesan Board of Education, diocesan education colleagues, local clergy, parishes, and other Church partners
- Provide strategic leadership for the Trust's relationship with the Church of England in relation to its primary phase and ensure that the Trust fulfils its responsibilities as a Church of England Trust
- Support the Principals and governing bodies of Church schools to uphold, develop, and articulate their distinctive Christian vision and character
- Ensure that the Christian vision of each Church school is appropriately reflected in leadership, curriculum, collective worship, relationships, culture, and the wider life of the school
- Provide strategic oversight and support for the ongoing development of Church schools in relation to SIAMS, including preparation, self-evaluation, inspection and subsequent improvement activity
- Promote opportunities for Church schools to develop strong relationships with their local churches and communities
- Develop productive relationships with other Trusts, schools, professional networks and external organisations to strengthen primary education across the Trust
- Represent the Trust and the primary phase effectively with external partners and professional bodies where required



Skills Development

- Lead and promote a coherent approach to professional learning and development across the primary phase
- Identify common professional development priorities through analysis of school performance, quality assurance, and leadership needs
- Facilitate and promote high-quality professional learning, collaboration, and sharing of effective practice across the Trust's primary schools
- Support the development of subject and phase leadership capacity, ensuring leaders have the knowledge, skills, and resources required to deliver Trust priorities
- Promote evidence-informed approaches to teaching, learning, curriculum, and assessment
- Support the development of leadership expertise in areas particularly relevant to primary education, including early years, early reading, phonics, mathematics, writing, inclusion, and assessment
- Ensure that opportunities for professional learning contribute to sustainable improvement and increased leadership capacity rather than creating unnecessary workload
- Support the development of Christian leadership within the Trust's Church schools and encourage professional learning that strengthens understanding of Christian vision, character, and distinctive practice
- Maintain and develop own professional knowledge in relation to primary education, educational leadership, school improvement, and the Trust's Church of England foundation





Safeguarding

- To be committed to safeguarding and to promote the welfare of children, young people and adults, raising concerns as appropriate
- Maintain confidentiality as appropriate
- Have an awareness and knowledge where appropriate of the most recent safeguarding legislation
- Hold Principals to account for safeguarding practice, culture, and compliance within their schools
- Work closely with the Trust's safeguarding leadership to identify and address safeguarding risks, themes, and areas requiring improvement

Systems and Information

- Establish and maintain a clear and accurate strategic overview of performance, standards, quality, and risk across the primary phase
- Use educational performance data, assessment information, and quality assurance evidence to identify trends, strengths, priorities, and areas of risk
- Ensure that information is used intelligently to inform school improvement, challenge, and strategic decision making
- Provide regular, accurate, and insightful reports to the Executive Team, Trust Board, and relevant committees
- Monitor progress against Trust-wide primary priorities and ensure that actions and interventions are evaluated for impact
- Ensure that appropriate quality assurance systems are in place to provide reliable evidence about the quality and effectiveness of education across the primary phase
- Maintain an effective overview of external accountability, inspection, and statutory requirements affecting primary schools
- Ensure that relevant information relating to Church schools, including Christian vision, SIAMS, RE, and Collective Worship, is appropriately incorporated into strategic oversight and reporting

Planning and Organising

- Lead the strategic planning of primary education across the Trust in alignment with the Trust's overall strategy and improvement priorities
- Establish clear priorities, milestones, and measures of success for the primary phase, and ensure that these are understood by school leaders
- Coordinate Trust-wide primary improvement activity, ensuring that support and challenge are proportionate to the needs and circumstances of individual schools
- Ensure that appropriate school improvement plans and strategic priorities are aligned with Trust expectations and are focused on measurable impact
- Plan and coordinate effective cycles of quality assurance, review, support, and challenge across the Trust's primary schools
- Anticipate emerging educational, operational, and strategic risks, and work with colleagues to develop appropriate responses
- Ensure that primary phase priorities are appropriately reflected in Trust-wide planning, resource allocation, and strategic decision making
- Plan effectively for inspection, review, and other external accountability activity, ensuring that learning from these processes informs ongoing improvement
- Support the Trust's strategic planning for primary school development, leadership capacity, workforce and, where appropriate, future growth
- Ensure that the distinctive Christian vision and character of the Trust's Church schools are considered within strategic planning and school improvement activity
- Contribute to Trust-wide business continuity, organisational resilience, and strategic risk management as required

Data Protection

- To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality
- Know about data protection issues in the context of your role

Health and Safety

- Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.
- To work with colleagues and others to maintain health, safety and welfare within the working environment

Equalities

- We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities
- Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement
- Develop your own understanding of equality issues

Flexibility

- Acting as interim Principal if required
- Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances
- Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager
- Permanent & significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures

Customer Service

- The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment
- The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values
- Understand your own role and its limits, and the importance of providing care or support



Person Specification

Job Title	Director of Primary Education
Responsible To	Executive Director of Education
Staff Managed	Primary School & Academy Principals
Job Family	Central Team
Grade	L25 - L28

KEY

E = Essential **D** = Desirable **A** = Application

I = Interview **AA** = Assessment activities

Qualifications

- Qualified Teacher Status **E, A**
- Degree or equivalent **E, A**
- Evidence of continuous professional development **E, A**
- Has achieved or is working towards gaining the NPQEL or NPQH **D, A**
- Further qualification or professional development relating to school improvement, leadership, governance, or primary education **D, A**

Knowledge

- Thorough knowledge and understanding of high quality primary education including curriculum, teaching, learning, and assessment **E, A, AA, I**
- Strong understanding of school improvement, educational standards, and the factors that contribute to improved outcomes for children **E, A, AA, I**
- Good understanding of the statutory and regulatory framework relating to schools, including safeguarding, inclusion, and accountability **E, A, I**
- Understanding of effective leadership and organisational development within a multi-school context **E, A, AA, I**
- Knowledge of Ofsted framework and inspection methodology **E, A, I**
- Understanding of the distinctive nature and purpose of Church of England education and the role of Christian vision in the life of a school **D, A, I**
- Knowledge and experience of Trust-wide quality assurance and school improvement frameworks **D, A, I**
- Knowledge of the Church of England's Vision for Education and current SIAMS framework **D, A, I**
- Knowledge of the governance and operational context of Trusts **D, A, AA, I**

Experience

- Significant senior leadership experience within primary education, with a demonstrable record of improving educational quality and outcomes **E, A, AA, I**
- Successful experience of leading strategic school improvement and managing change across a complex organisation or more than one school **E, A, AA, I**
- Experience of providing effective support and challenge to senior leaders **E, A, AA, I**
- Demonstrable experience of leading strategic change and translating organisational priorities into measurable improvement **E, A, AA, I**
- Experience of developing leadership capacity, succession planning, and professional development **E, A, AA, I**
- Experience of using performance information and quality assurance to identify priorities, manage risk, and evaluate impact **E, A, AA, I**
- Experience of working collaboratively with a range of internal and external stakeholders **E, A, AA, I**
- Experience of promoting inclusion and improving outcomes for disadvantaged and vulnerable children **E, A, AA, I**
- Experience of working within a Trust **E, A**
- Experience of executive leadership within a Trust **D, A**
- Experience of direct line management of Headteachers / Principals **D, A**
- Experience of leading significant change across multiple schools **D, A, I**
- Experience of talent management and leadership development programmes across a wider organisation **D, A**
- Experience of reporting educational performance to a Trust Board or governing body **D, A, I**
- Experience of working with a Diocesan Board of Education, diocesan colleagues, clergy, or other Church partners **D, A**
- Experience of leading Trust-wide inclusion or SEND improvement **D, A, I**

Occupational Skills

- Excellent strategic leadership, analytical, and problem solving skills **E, I**
- Ability to translate strategic priorities into clear plans, measurable outcomes, and sustainable improvement **E, AA, I**
- Ability to provide high quality professional challenge and support to experienced school leaders **E, AA, I**
- Excellent communication, influencing and relationship building skills, with the ability to engage effectively with a wide range of audiences **E, AA, I**
- Ability to analyse and interpret complex educational and performance information, and use it effectively to inform decision making **E, AA, I**
- Ability to develop leadership capacity and build effective professional networks across schools **E, AA, I**
- Ability to work effectively at Executive Team level and contribute to wider Trust strategy beyond the primary phase **E, AA, I**
- Strong organisational skills, with the ability to prioritise competing demands and manage a complex workload **E, I**
- Ability to promote and articulate Christian vision and values and work effectively with Church and diocesan partners **D, I**

Other Requirements

- Willingness and ability to travel between Trust schools and undertake duties across the Trust as required **E, I**
- Experience of working within a Church of England school or Trust **D, A**

