

INCLUSIVE | MULTI ACADEMY TRUST

DIRECTOR OF EDUCATION JOB DESCRIPTION

Employment details

Job Title:	Director of Education
Grade:	L22 to L25
Reports To:	Chief Executive Officer
Job Purpose:	<p>To lead education across the Inclusive Multi Academy Trust, ensuring our commitment to authentic inclusion, evidence based nurturing approaches and educational equity translates into outstanding outcomes for all children across our four schools. Whilst this role focuses first and foremost on leading the Trust's education and curriculum functions, the post-holder will also be expected to contribute to executive leadership across all of the Trust's Strategic priorities.</p> <p>The Director of Education will be accountable to the CEO for the quality of education across all primary schools, providing strategic leadership, challenge and support to Headteachers to drive continuous improvement while preserving the distinctive identity of each school.</p> <ul style="list-style-type: none"> • To champion the vision, values, mission and principles of the Inclusive Multi Academy Trust and exemplify these through visible, authentic leadership. • To work as part of the Trust Executive Team in designing and implementing systems for school improvement that build capacity and sustainability across all settings. • To lead educational excellence by driving continuous improvement in standards and performance in all settings, ensuring every school achieves at least expected standard and above, with a clear path to exceptional. • To lead on and support CEO/COO on the development of the curriculum, pedagogy, assessment, safeguarding, behaviour, inclusion, and digital learning across the Trust. • To maintain and strengthen exemplary standards of safeguarding across the Trust, embedding a culture of vigilance and best practice. • To lead the planning, development and delivery of educational priorities within the Trust's strategic framework, ensuring alignment with our inclusion-first approach. • To directly line manage the Headteachers through regular 1-1s, performance appraisal, and developmental support. • To lead on the analysis, use and presentation of all school data to inform strategic decisions and drive improvement.

Educational leadership and Curriculum Development

<ul style="list-style-type: none"> • Lead on the development of the curriculum, assessment and behaviour frameworks across the Trust, ensuring consistency of approach whilst respecting the individual context of each school.
<ul style="list-style-type: none"> • Champion equity and excellence for all learners, particularly those who are Disadvantaged, SEND, and EAL pupils embedding the Trust's inclusion-first approach in all aspects of provision.
<ul style="list-style-type: none"> • Work with Headteachers to design and implement a high quality and relevant curriculum that fulfils and exceeds the national curriculum offer ensuring every child receives outstanding pedagogy in every classroom.

Trust Performance and School Improvement

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<ul style="list-style-type: none">• Provide the Inclusive MAT Board, CEO, and school leaders with an accurate, evidence-based picture of provision and outcomes for all schools through high-quality reporting and analysis.
<ul style="list-style-type: none">• Schedule and lead high quality reviews of all schools across the year, using a collaborative approach that builds headteacher capacity and identifies both strengths and areas for development.
<ul style="list-style-type: none">• Work in partnership with the CEO/COO to contribute to the Trust risk register ensuring educational risks are identified and monitored.
<ul style="list-style-type: none">• Develop and implement a cycle of monitoring and review based on the Risk Register with clear intervention strategies for schools requiring additional support.
<ul style="list-style-type: none">• Produce clear, and actionable reports for school leaders and School Governing Committees that provide accurate assessments of provision and outcomes, using the current Ofsted inspection framework as a benchmark whilst maintaining focus on our Trust values.
<ul style="list-style-type: none">• Lead educational due diligence for schools considering joining the Trust, identifying key foci for improvement and agreeing support in consultation with the Executive Team where schools are new to the MAT
<ul style="list-style-type: none">• Develop and embed robust target-setting policies and processes that are ambitious, evidence-based and aligned with the Trust's vision for every child.
<ul style="list-style-type: none">• Prioritise monitoring, challenge and support for those schools which are not yet secure, working closely with headteachers to build capacity and secure rapid improvement.

Strategic Leadership and Stakeholder Engagement

<ul style="list-style-type: none">• Co-create and deliver the Trust Priorities, engaging with all stakeholders to ensure that there is a shared understanding of the Trust's strengths and areas for improvement-and ensuring clarity of the Trust's strategic direction.
<ul style="list-style-type: none">• Prepare schools for Ofsted inspections and DfE monitoring working closely with the Headteachers and their teams in managing the inspection / monitoring process and working honestly and openly with Ofsted / the DfE and school leaders to ensure that an accurate and fair judgement is reached by the inspection team.
<ul style="list-style-type: none">• During school visits, provide feedback to the Executive Team about the quality of provision and services, ensuring the highest quality learning environments and educational offer, providing excellence in all we do.
<ul style="list-style-type: none">• Prepare reports for Trust Board and committees, ensuring trustees and governors have clear evidence of educational outcomes and school improvement progress
<ul style="list-style-type: none">• Champion the Trust's nurturing schools approach, maintaining our National Nurturing Schools accreditation and embedding trauma-informed practice across all settings
<ul style="list-style-type: none">• Lead the Trust's commitment to digital dignity - ensuring technology removes barriers rather than creates them

Safeguarding, SEND and Inclusion

<ul style="list-style-type: none">• Maintain the highest standards of safeguarding practice across the Trust.
<ul style="list-style-type: none">• Provide strategic oversight and support for SEND provision across all schools, ensuring the Trust's inclusion-first approach translates into outstanding outcomes for children with additional needs.

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- Champion diversity, equity, inclusion and belonging (DEIB) across the Trust, ensuring our values are lived experiences for every child, family and staff member in our 62+ language community.

- Champion pastoral and behaviour strategies that reflect the Trust's nurturing, relationship first approach, supporting schools to create environments where happy children learn and happy staff thrive.

Inclusive Practice & Equity

- Support the ongoing implementation of the Trust's DEIB work.

- Ensure curriculum design and pedagogy meet the needs of our diverse and multilingual community.

- Oversee SEND provision across the Trust, ensuring inclusive practice is authentic rather than performative

- Drive evidence based approaches to supporting children with additional needs

People Leadership and Development

- Support the COO in the attraction, management, onboarding, induction, probation, appraisal, professional development, talent management and succession planning of people across the Leadership Teams

- Foster a culture of continuous professional development that builds leadership capacity across the Trust and reduces reliance on external support.

- Identify and nurture future leaders across the Trust, creating clear pathways for career progression and succession planning.

Streamline - Innovation, Culture & Sustainability

- Identify best practice from within the Trust and from outstanding external providers and ensure this is shared and embedded across the Trust

- Broker appropriate support and intervention for schools, working strategically with external partners including HfL

- Encourage and promote innovation in education provision through enquiry-led practice

- Be professionally curious, seeking out best practice from within and beyond the Trust

- Ensure that school improvement strategies support staff wellbeing and effective use of time

- Work with Executive leaders and Headteachers to create sustainable approaches that reduce unnecessary workload

- Model and promote healthy working practices across the Trust

- Foster, in collaboration with other leaders, strong community links with and for the reputation of the schools

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Headteacher Support and development

<ul style="list-style-type: none"> • Ensure SEF, School Improvement Plan, and pupil outcome targets are written, purposeful and implemented within the timescale set out in the school improvement cycle
<ul style="list-style-type: none"> • Provide a clear picture of progress against agreed milestones and outcomes
<ul style="list-style-type: none"> • Assess the effectiveness of school leadership and governance, providing developmental feedback and coaching where needed
<ul style="list-style-type: none"> • Signposting where good practice exists in Trust schools and from wider research and sector innovation, facilitating peer-to-peer learning across the Trust

Person Specification

	Essential	Desirable
Knowledge and Skills	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children. • Significant leadership experience in primary education, including senior leadership roles (e.g., Headteacher, Deputy Head, or Assistant Director of Education) • Proven track record in raising pupil outcomes and improving teaching quality • Experience in strategic planning and implementing whole-trust educational initiatives • Experience in mentoring and developing school leaders and teaching staff • Strong strategic and visionary leadership skills • Excellent communication, negotiation, and interpersonal skills • Ability to inspire, motivate, and influence staff at all levels • Strong problem-solving and decision-making abilities • Ability to manage multiple priorities and projects across schools • Deep understanding of primary education pedagogy, curriculum, and assessment • Awareness of statutory requirements, Ofsted frameworks, and educational legislation 	<ul style="list-style-type: none"> • Experience leading multi-academy trusts or school networks • Experience with school improvement frameworks and Ofsted inspections • Experience in managing budgets and resource allocation at a strategic level • Involvement in local or national education initiatives, policy development, or educational research • High-level analytical skills for interpreting educational data • Competence in using technology for educational management and data analysis • Experience of liaising with external stakeholders including local authorities and government agencies • Expertise in curriculum design and assessment frameworks • Competence in performance management systems and HR practices • Knowledge of SEND, safeguarding, and inclusion policies in multi-academy contexts • Knowledge of trust governance structures and board-level accountability • Awareness of emerging trends in education, including EdTech,

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	<ul style="list-style-type: none"> • Understanding of strategies for school improvement, staff development, and pupil wellbeing • Demonstrated commitment to inclusive education in diverse, multilingual communities • Experience leading schools or trusts serving high proportions of EAL learners • Commitment to using technology purposefully to enhance rather than replace human connection 	<ul style="list-style-type: none"> • mental health initiatives, and diversity/equity practices • Understanding of evidence-based approaches to supporting multilingual learners • Track record of embedding trauma-informed or nurturing approaches
Personal Qualities	<ul style="list-style-type: none"> • Passionate about improving outcomes for all pupils • High level of integrity, professionalism, and confidentiality • Collaborative and team-oriented • Commitment to equality, diversity, and inclusion 	<ul style="list-style-type: none"> • Resilient under pressure and adaptable to change • Innovative, proactive, and forward-thinking • Strong personal commitment to lifelong learning and professional development
Other	<ul style="list-style-type: none"> • Ability to travel between schools in the trust as required. 	

This job description has been written by the Inclusive Multi Academy Trust. This will be reviewed annually to reflect the plans, growth and development of the school, Trust and education system. As part of the yearly performance development cycle this will be signed by the staff member and their line manager.

Director of Education:	CEO:	Date:
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