

Fortis Trust – Job Description

POST TITLE

Primary Leader

RESPONSIBLE TO

1. Associate Assistant Principal (AAP) for the community
2. Assistant Principal (AP) for the community
3. Vice Principals (VP)

PURPOSE OF JOB

The Primary Leader, under the direction of the Associate Assistant Principal and Assistant Principal for the community, will take a leading role in:

- leading on the planning and development of the Primary Curriculum ensuring high quality and standards are maintained.
- leading on the International Primary Curriculum for all complex classes within Primary and secondary classes.
- leading and managing the day to day curriculum concerns from students and parents in liaison with Secondary Subject Leaders to support students in continuing to engage fully in learning
- managing and overseeing the day to day pastoral issues for Primary and developing the quality of pastoral care and support for their respective community
- securing positive professional and supportive partnerships with parents and carers to enable their child to make both academic and pastoral progress
- researching and developing as appropriate a curriculum of interventions for EYFS-KS2 Complex and challenging ASD students in Primary to further raise progress and attainment.
- being the main point of contact for Parents and Carers
- assisting the Associate Assistant Principal and Assistant Principal in the development of strategic issues in Academy Improvement
- Playing a middle leadership role within the whole academy and working closely with other members of the MLT
- ensuring all academy and trust policies are adhered to and promoted to students, staff, and parents and carers as required
- ensuring students are supported to improve and take greater ownership of their BATL and learning, through targeted interventions as required
- taking the lead on their allocated whole academy responsibility
- reporting responsibility to the AAP, AP and VPs on Academy Improvement Issues related to: Primary Curriculum Development, Primary Student progress and attainment through the Department Review Process and Subject Leader Monitoring weeks.

If the Associate Assistant Principal is absent, the Primary Leader may be asked to deputise, as directed by the Principal and the Trustees.

1. APPLICABLE CONTRACT TERMS AND DUTIES

- 1.1** This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document [2019] and within the range of teachers' duties set out in that document as are relevant to the post holder's title and salary point. The post is otherwise subject to the conditions of service for school teachers in England & Wales and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment, copies of which are available on request.

2. RELATIONSHIPS

- 2.1 To regularly liaise with members of the Senior Leadership Team, Middle Leadership Team, Teaching and Support Staff in order to inform the development of the academy and support students' needs.
- 2.2 Establishing and developing links with Inter-Agency Teams with the purpose of supporting students and parents/carers.
- 2.3 The post holder is responsible for the supervision of the work of Primary Tutors, Teachers and Teaching Assistants.
- 2.4 The post holder is responsible to the Associate Assistant Principal and Assistant Principals for their academic and pastoral duties, responsibilities and tasks.
- 2.5 Develop effective relationships with fellow professionals.
- 2.6 Develop positive relationships with Parents/Carers.

3. DUTIES AND RESPONSIBILITIES

Qualities and Knowledge

- 3.1 To ensure the effective communication of Bradfields Academy's and Fortis Trust's philosophy, aims and policies to staff, students and outside agencies.
- 3.2 Support with the day to day leadership and management of Primary.
- 3.3 Lead by example for all within Primary and the wider learning community, holding and articulating clear values and moral purpose, and focusing on providing excellent education and pastoral care for all students.
- 3.4 To play a middle leadership role within the academy and work closely with other members of the Middle Leadership Team.
- 3.5 Build positive relationships with all members of the academy community, showing positive attitudes.
- 3.6 Seek training and continuing professional development to meet your own and the academy's needs.

- 3.7 To have a full understanding of the BATL system and Character Strengths tracking.

Students and Staff

- 3.8 Demand ambitious standards for all students, instilling a strong sense of accountability in staff for the impact of their work on student outcomes.
- 3.9 Ensure excellent tutoring in the academy, including support of teaching within the community through the provision of support for teaching staff with behaviour management, and encouragement of student engagement in learning.
- 3.10 To lead the development and delivery of the Primary Curriculum, development of targeted interventions and lead on the International Primary Curriculum across the academy.
- 3.11 To work in partnership with all Subject Leader colleagues to ensure there is continuity in the performance of educational practices and whole academy approach.
- 3.12 To support Primary transition between our EYFS/KS1 Feeder Schools / Years 6-7 internal transition.
- 3.13 To lead the Primary Subject Team to support the whole academy Literacy, Numeracy and Careers drive across the curriculum.
- 3.14 To lead the Primary Team to promote the whole academy approach to high levels of behaviour and care through the BATL initiative within lessons.
- 3.15 To lead the Primary Team in the active promotion and delivery of the whole academy character strength programme.
- 3.16 To work with the Primary Team and Examinations Assistant to ensure Primary key stage examinations / tests adhere to the Key Stage Assessment & Reporting Arrangement guidelines.
- 3.17 Establish a culture of sharing best practise through a variety of methods.
- 3.18 Establishing, developing and implementing an appropriate Pastoral Curriculum (including PSHCE & Citizenship, Investors in Pupils [IiP], Behaviour & Attitude Towards Learning [BATL], Emotional Literacy, Character Strengths, Rights Respecting and Positive Tutoring) which meets the needs of all students as appropriate to the learning community.
- 3.19 To organise, monitor and evaluate effective student data collection in relation to Primary Subjects; and monitor the reporting procedures to ensure contributions from the Primary Team are both accurate and appropriate.
- 3.20 To organise contributions to Annual Review of SEN Meetings, Student Review Meetings and other Agency Meetings for students.
- 3.21 To administer and participate in key stage assemblies and promote collective worship; ensuring whole academy policy is followed.
- 3.22 To work with community ESLs to plan and develop in-holiday support and activities for students and parents / carers.
- 3.23 To work in partnership with community ESL's and other staff to ensure there is continuity in the performance of educational and care practices as students move between classes, communities and across Key Stages.

- 3.24 To lead the contact between respective learning communities/Key Stages and Outside Agencies to ensure students (and their parents / carers) are supported with a view to developing a 'wrap around provision'.
- 3.25 To lead and support transition issues between our Feeder Schools, across academy learning communities, as appropriate.
- 3.26 Create an ethos within which all staff are motivated and supported to develop their skills and knowledge.
- 3.27 To monitor behavioural referrals and support the management of behaviour by Form Tutors, and Class Teacher.
- 3.28 Monitor and liaise with the Attendance Officer to improve the attendance of students within the learning community.
- 3.29 To Work closely with the Community Lead TA to ensure IPSPs are in place for all students and regularly updated.
- 3.30 Hold all staff to account for their professional conduct and practice.
- 3.31 To participate in arrangements made by the Principal for the appraisal of his/her own performance and that of their team members, through Performance Management & Performance Related
- 3.32 To promote equal opportunities within the academy, including the policy for racial equality and diversity, and to seek to ensure the implementation of the Academy's equal opportunities policy, which may include participation in outreach links with other schools/academies in accordance with the Academy's policy on inclusion.

Systems and Processes

- 3.33 Ensure that the academy's systems, organisation and processes are followed consistently and to a high standard.
- 3.34 Developing, promoting and monitoring whole academy policies and procedures with specific responsibility for improving the quality of pastoral care and support.
- 3.35 To organise, monitor and evaluate effective student data collection in relation to incidents, medical needs, SEND and Inter-Agency issues; and monitor the reporting procedures to ensure contributions from the Community Tutor Team are both accurate and appropriate.
- 3.36 To work in direct partnership with Community ESLs and class Teachers in respect of BATL initiative to ensure behaviours are resolved and best practice established.
- 3.37 To organise the daily routines of primary staff, monitor and evaluate their work and identify/address issues to progress improvements.
- 3.38 To implement and review appropriate academic, vocational and careers related skills (including access to externally accredited examination opportunities) to meet the needs of all students within the Primary community.
- 3.39 To ensure Relationship Education is further developed and taught within the Primary curriculum in line with statutory requirements and the Trust's Relationships and Sex Education (RSE) Policy and practice.
- 3.40 To have an overview of the curriculum and responsibility for sharing and disseminating information.

- 3.41 To work with SLT to contribute strategically to further develop the quality pastoral support and care which is provided for all students within Primary.
- 3.42 Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing exemplary behaviour in line with the policies of the Trust.
- 3.43 To work in partnership with the Assistant Principal and Associate Assistant Principal in effectively managing the Primary Budget.

The Self-Improving Academy System

- 3.44 To take a lead on Assessment / Recording / Reporting to ensure there is an effective system for recording and reporting student progress; as well as analysing and using the data for use in academy improvement.
- 3.45 To organise, monitor and evaluate effective student data collection in relation to incidents, medical needs, SEND and Inter-Agency issues; and monitor the reporting procedures to ensure contributions from Teachers and Tutors are both accurate and appropriate.
- 3.46 Ensure clear targeted actions are taken to address and support Pastoral issues identified to support with clear targeted actions taken to address subject underperformance.
- 3.47 To chair Solution Focussed Team Meetings for the Primary Team
- 3.48 To chair termly Student Progress Meetings with the Team to positively impact on student progress, attainment and achievement and embed effective moderation practices.
- 3.49 To assist with Student Annual Review of EHCPs through effective communication of data and information.
- 3.50 To take the lead role in ensuring quality feedback and target setting is produced for the Primary Reviews, with a continued focus on development and improvement.
- 3.51 To support the Assistant Principals with return from exclusion meetings, as required.
- 3.52 To assist with developing the Extended Day opportunities and advising on strategies for future implementation.
- 3.53 Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- 3.54 To take a Lead role in Primary Reviews ensuring a continued focus on development and improvement.
- 3.55 Work with the Academy Improvement Partner to foster the continual focus on improvement and development.
- 3.56 To lead on and support other members of MLT in acquiring relevant Quality Marks.

Training

- 3.57 Undergo training to develop and maintain the knowledge and skills required to carry out the role to a high standard.
- 3.58 Undergo yearly Safeguarding, FGM, Prevent and other relevant training and updates as required by the Local Authority.

- 3.59 To take responsibility for enhancing your own professional development through the pursuit of qualifications and trainings relevant to the role.
- 3.60 To be a team leader for the Academy's PfM/PRP practice.
- 3.61 To support in the training of all staff where a need has been identified and to participate personally where appropriate.
- 3.62 To take responsibility for identifying training needs of the Primary Team and leading on Training for the Primary Team and the whole academy, as appropriate.

4. COMMUNICATION AND CONSULTATION

- 4.1 To promote and foster good relationships and effective liaison with parents/carers for all aspects of their children's education – academic, social and emotional to support student progress.
- 4.2 To monitor and report to parents and carers on the progress of students.
- 4.3 To promote and foster good relationships and effective liaison with other Trust Staff to support student progress.
- 4.4 To lead staff briefings and training as required for learning communities.
- 4.5 To promote good relationships and effective liaison with all the appropriate external agency professionals involved with the Trust.
- 4.6 To promote goodwill and positive public relations with individuals and groups in the local area and the wider community.
- 4.7 To liaise with members of the Senior Leadership Team, Middle Leadership Team, Teaching and Support Staff in order to inform the development of the primary provision and support whole academy needs.
- 4.8 To be a member of the Middle Leadership Team (MLT) and to attend all appropriate meetings and events.

5. OTHER RESPONSIBILITIES

- 5.1 To carry out any other 'reasonable' duties as designated by the Principal.
- 5.2 To carry out duties as contained in School Teachers' Pay & Conditions Document [2020] & Teacher Standards.

6. NEGOTIATED RESPONSIBILITIES

- 6.1 The following responsibilities have been negotiated and agreed by Miss Sweetlove (Principal) and the post holder. These may be re-negotiated or amended by either side, according to the needs of the Trust.

Updated March 2021

Notes:

This job description may be amended at any time in consultation with the post holder.

Next Review Date: March 2022

Principal's signature: _____

Date: _____

Post holder's signature: _____

Date: _____