



## Curriculum and Assessment Director

### First for Primary Education

The Primary **First** Trust  
The White House  
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The Primary First Trust Limited is a Company Limited by Guarantee, registered in England and Wales number 08738750, and an Exempt Charity.



## The Primary First Trust

The Primary First Trust is a growing partnership of 10 distinctive primary schools in Bexley, Gravesham and Medway. We set standards, collaborate and share best-practice to grow ever stronger together. Our vision is to be **First for Primary Education** and that means:

**First Class** – outcomes and overall pupil experience

**First Choice** - for parents choosing a school and for staff developing their careers.

**First Voice**—raising standards and pushing boundaries as the exemplar in the primary education space.

### Key Relationships

The post holder will be accountable and responsible to the Education Director. They will liaise with Head Teachers, Senior Leadership teams, external organisations, stakeholders, legislative bodies and others.

### About the Role

Interviews on 14th January 2022

Job start : April 2022

Salary: PFT Management P1 - £80,990

Location: Travel between schools in Bexley, Medway and Kent office.

Contract type: Full Time (52 weeks)/37 hours per week)

Contract term: Permanent

### JOB DESCRIPTION

#### Job purpose including main duties and responsibilities:-

- ◆ To work with schools within The Primary First Trust (PFT) that fulfils the job description in a contextually appropriate way.
- ◆ To ensure schools unique curriculums are compliant, challenging and reflect school and Trust's vision.
- ◆ To ensure the Trust assessment structure is robust and pupil data is accurate and moderated against national standards.
- ◆ To promote and ensure the improvement of leadership, teaching, pupil experience and pupil outcomes within the PFT.
- ◆ To provide support, improvement and challenge to schools.
- ◆ To ensure schools are supported in learning development, self-evaluation and to be responsible for sharing best procedures that leads to improvement.
- ◆ To monitor the performance of schools in collaboration with the Education Director
- ◆ To work with the schools to design and implement intervention programmes to promote improvement and prevent failure.

#### Main Duties and Responsibilities:-

- ◆ To monitor the performance of schools as a Curriculum and Assessment Director and to inform the Education Director as required on all aspects of performance standards and quality.
- ◆ To work with the Education Director on supporting the strategic future for each school.
- ◆ Undertake other specific duties to support the work of schools causing concern.
- ◆ Contribute to the Trust monitoring, challenge intervention and support processes for each school.
- ◆ To ensure schools set and achieve aspirational and challenging targets to raise achievement and progress.

Complete the application form provided  
and return by email to HR Services:

By midday on 6th January 2022

For further information about the Trust  
please see the website:

- The Primary First Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

# Curriculum and Assessment Director

## PERSON SPECIFICATION

APPOINTMENT CRITERIA	As- sessed
<p><b><u>Leadership and Management</u></b></p> <ul style="list-style-type: none"> <li>• To be able to inspire the school community to achieve the very best provision and outcomes for all pupils. 1,2</li> <li>• To have the ability to develop and maintain a clear and coherent vision for the Trust and to lead and motivate others to plan for and deliver it. 1,2</li> <li>• To be able to ensure rigorous and extensive monitoring, searching analysis and self-challenge that results in exceptionally well-focussed and successful school improvement across the Trust. 1,2</li> <li>• Proven ability to motivate staff across all experience levels and develop high performing teams, delegating appropriately. 1,2</li> <li>• Excellent change management skills, with drive, energy, perseverance and sensitivity to identify , anticipate and deliver required change successfully and to maintain continuous improvement. 1,2</li> <li>• Experienced in the development and robust application of performance management, staff professional development and learning improvement programmes. 1,2</li> <li>• Comprehensive understanding of financial management and planning with a proven ability to optimise the use of resources to support learning successfully. 1,2</li> <li>• Ability to monitor and evaluate the quality of teaching and learning in order to raise standards and maximise pupil progress. 1,2</li> <li>• Successful implementation and monitoring of measures that promote and ensure the safeguarding of children. 1,2</li> </ul>	
<p><b><u>Strategic Perspective</u></b></p> <ul style="list-style-type: none"> <li>• Commitment to and understanding of the pursuit of excellence and how to move forwards, continually raising standards for all children across the Trust. 1,2</li> <li>• Through strategic leadership, to maintain and develop further a culture in which all children are excited, engaged and motivated by learning. 1,2</li> <li>• Experience and understanding of school improvement and the ability to develop and implement this with the effective involvement of all key stakeholders, including governance. 1,2</li> <li>• Demonstrate commitment to maintaining the ethos and values of both schools and to ensuring the highest quality of behaviour for all. 1,2</li> <li>• Demonstrate a commitment to diversity and inclusion. 1,2</li> <li>• A commitment to the principles of the whole child, including safeguarding and promoting children's welfare. 1,2</li> <li>• To be able to further develop the school as a hub of the local community and establish links with the local children's centre. 1,2</li> <li>• Embrace the use of digital technology to support strategic school management and curriculum development. 1,2</li> </ul>	

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## PERSON SPECIFICATION

APPOINTMENT CRITERIA	As-sessed
<u>Communication</u> <ul style="list-style-type: none"> <li>To be an effective communicator in order to meet the needs of different situations and audiences across the school and wider community.</li> </ul>	1,2
<u>Professional Expertise</u> <ul style="list-style-type: none"> <li>Significant experience as a leader of education with a sustained record of school improvement</li> <li>Experience of the effective management of resources</li> <li>Experience of developing partnership and learning between schools</li> <li>To have a thorough knowledge and understanding of and commitment to meeting the needs of children aged from 3 to 11 years.</li> <li>Good understanding of recent curricular and educational developments, including strategies for improvement in pupil attainment across the curriculum.</li> <li>Ability to analyse statistical data to inform planning and development of strategies for raising pupil achievement and further accelerating pupil progress</li> <li>Evidence of effective appointment and personnel management</li> <li>To work with integrity and enthusiasm, treating people fairly and with dignity and respect</li> <li>Experience of working effectively with school governance, other agencies, parents and the community.</li> </ul>	1,2 1,2 1,2 1,2 1,2,3 1,2 1,2 1,2 1,2
<u>Experience and training</u> <ul style="list-style-type: none"> <li>An experienced Head Teacher who has achieved the National Professional Qualification or equivalent.</li> <li>Previous successful experience as a Head Teacher or Executive Head Teacher.</li> <li>Evidence of successful implementation of strategies for raising achievement and promotion of spiritual, moral, social and cultural development and pupil well-being.</li> <li>Evidence of personal professional development activities over the last two years relevant to Directorship.</li> </ul>	3 1,2 1,2 3

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## PERSON SPECIFICATION

APPOINTMENT CRITERIA				As- sessed from
<u>Personal Qualities ( Emotional Intelligence)</u>				
<b>Self-awareness</b>				1,2
<ul style="list-style-type: none"> <li>Emotional self-awareness</li> <li>Accurate self-assessment</li> <li>Self-confidence</li> </ul>				
<b>Self-management</b>				1,2
<ul style="list-style-type: none"> <li>Emotional self control</li> <li>Transparency</li> <li>Adaptability</li> <li>Achievement orientation</li> <li>Initiative</li> <li>Optimism</li> </ul>				
<b>Social awareness</b>				1,2
<ul style="list-style-type: none"> <li>Empathy</li> <li>Organisational awareness</li> <li>Service orientation</li> </ul>				
<b>Relationship management</b>				1,2
<ul style="list-style-type: none"> <li>Developing others</li> <li>Inspirational leadership</li> <li>Change catalyst</li> <li>Influence</li> <li>Conflict management</li> <li>Team work and collaboration</li> </ul>				
<ul style="list-style-type: none"> <li><b>Approachable</b></li> </ul>				1,2
<ul style="list-style-type: none"> <li><b>Excellent communicator</b></li> </ul>				1,2
<ul style="list-style-type: none"> <li><b>Confident and competent</b></li> </ul>				1,2
<ul style="list-style-type: none"> <li><b>Motivator and innovator</b></li> </ul>				1,2
<ul style="list-style-type: none"> <li><b>Personal commitment to quality and excellence</b></li> </ul>				1,2
<ul style="list-style-type: none"> <li><b>Able to work effectively and cooperatively between schools and with all stakeholders</b></li> </ul>				1,2
<ul style="list-style-type: none"> <li><b>Able to negotiate effectively to further the Trust's objective</b></li> </ul>				1,2
<ul style="list-style-type: none"> <li><b>Committed to equal opportunities</b></li> </ul>				1,2
<b>KEY:</b>				
	1	=	assess from written application	
	2	=	assess from interviews/tests	
	3	=	assess from documentary evidence	

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