



JOB DESCRIPTION AND PERSON SPECIFICATION

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| JOB TITLE | Trust Education Director- Culture, Community and Standards |
| GRADE / SALARY | COMPETITIVE |
| DEPARTMENT | TRUST SENIOR LEADERSHIP TEAM |
| LOCATION | CENTRAL TEAM |
| REPORTING TO | EXECUTIVE PRINCIPAL |
| WORKING TIME | FULL TIME, PERMANENT |

This job description details the responsibilities of the post, but does not direct any particular priorities or amount of time to be spent carrying out the duties. It is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after consultation, to meet the changing needs of the academy and the GMAT.

Key Purpose of role

The core purpose of the Trust Education Director- Culture, Community and Standards is to develop and implement a robust strategy that promotes effective engagement, belonging and ambition across our Trust, working collaboratively across staff teams and partners to improve standards, secure continuous school improvement that facilitates a coherent offer which has demonstrable impact.

This postholder will play a critical and strategic role that sustains an ethos that reflects the Trust vision of providing an excellent education to transform lives and provide new opportunities for young people. In 2026, the secondary site will expand to accommodate up to 1500 children, with a purpose built Year 7 centre and a newly designed provision for our most vulnerable students. The position will oversee the development of a coherent approach across these sites that ensures rigorous accountability around structures and processes, ensuring every child has an equitable opportunity for success within an appropriate learning environment and pathway.

The Trust Education Director- Culture, Community and Standards must establish a culture that promotes excellence, equity and high expectations for all pupils. Working with our Headteachers, school and trust leaders, you will be responsible for evaluating performance and provision, challenging and supporting local priorities for continuous improvement, and raising standards to ensure equality of opportunity for all within our Trust schools. In particular, this role will ensure a coherent approach to maths and numeracy that raises outcomes and supports other schools to improve. You will play a strategic role in supporting our Trust sense of community, identifying curricular opportunities and supporting leaders to maintain high standards throughout the Trust.

We are particularly determined to ensure that improving the experience of school and thus the outcomes for our most vulnerable pupils are at the forefront of Trust delivery and this role will be an important champion for this goal.

Main Duties and Responsibilities

1. School Culture

- To be an inspirational leader that creates an ethos and culture of high staff morale, excellent attitudes to learning and strong outcomes for pupils
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards school leaders, their staff and their communities and lead by example, with integrity, creativity, resilience, and clarity, drawing on your knowledge, expertise and skills and that of those around you.
- Act as an ambassador for the Trust locally, regionally and nationally, promoting the ethos and values of the trust at all times.
- Support the strategic development and implementation of whole school culture and behaviour priorities, ensuring alignment with each school's vision, values and improvement plan Have a proactive insight into national changes (policy or otherwise) which will affect educational provision and of which the Trust needs to take account.
- Work closely with senior and middle leaders to evaluate the impact of culture initiatives, using data, stakeholder voice and evidence informed practice to secure sustained improvement. Sustain an ethos that reflects the Trust vision of providing an excellent education to transform lives and provide new opportunities for young people.
- In partnership with the senior leadership team and the Governing Body, establish and implement an ambitious vision and ethos for the future of the Trust, implementing and sustaining rigorous approaches to enhance learning opportunities for all children across school sites.
- Empower a culture and ethos of challenge and support where all pupils can achieve success despite context and start points.
- Play a role in the Trust improvement and self-evaluation planning process, working alongside Trust Leaders
- Create a love of learning where all pupils fulfil their potential, within and beyond the classroom.

2. Education provision and performance

- Be an excellent classroom practitioner and sustain high-quality expert curriculum delivery within a teaching timetable.
- Ensure that student progress and experience is at the heart of strategic planning and resource management.
- Be informed about and implement appropriate evidence-informed strategies that realise improvement objectives.
- Quality Assure the provision and learning environment across our schools sites, ensuring high expectations are maintained and escalation approaches are consistent and effective.
- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equity and instilling a strong sense of accountability in staff for the learning environment.
- Work with school leaders to ensure strategies for maintaining an effective learning climate are impactful.
- Develop cross curricular approaches throughout the Trust that support community cohesion.
- Identify areas for review and embed the peer review process to ensure robust scrutiny goes hand in hand with professional development.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Support schools effectively through RISE, Research School or wider engagement and activity
- Liaise with external agencies to ensure Trust schools are involved in the latest national projects and research that enhance learning opportunities

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| <ul style="list-style-type: none"> • Provide thorough, accurate and up-to-date reports on Trust performance and effectiveness to the CEO and the Trust Board. |
| 3. Shaping classroom practice |
| <ul style="list-style-type: none"> • Share best practice and promote a culture of learning within the Academy, across the Trust and with external networks. • Link directly with the Research School to ensure that improvement priorities are anchored in evidence to educational opportunity. • Quality assure the provision for vocational pathways for children not accessing a mainstream curriculum. • Quality Assure the approach to whole-school initiatives that enhance pupil engagement, confidence, and achievement |
| 4. Learner behaviours |
| <ul style="list-style-type: none"> • Quality assure the process around learning behaviours that delivers an effective culture across school sites. • Support senior leaders to implement effective systems around escalation processes, ensuring these are monitored effectively and lead to swift identification of need and next steps. • Ensure consistency in learner behaviour which leads to improved student outcomes. |
| 5. Inclusion |
| <ul style="list-style-type: none"> • Work in collaboration with the Trust Lead for Inclusion and SEND teams to understand student need, particularly SEMH students promoting a culture that ensures there is fully inclusive and accessible curriculum. • Quality assure the curriculum for all children to ensure curriculum pathways are appropriate and ambitious, especially those not accessing a full mainstream offer. • In line with the White Paper, develop a Pupil Engagement Framework for monitoring belonging and engagement |
| 6. Leading and developing staff |
| <ul style="list-style-type: none"> • Actively coach or mentor identified members of the senior and middle leadership team within and beyond the Trust, developing this into wider school:school support • Participate as required in the selection and appointment of teaching and support staff. • Work collaboratively with other senior Trust and school leaders to realise an excellent assessment and reporting vision, with a strong emphasis on improving Basics measures in KS4. |
| 7. Organisational leadership |
| <ul style="list-style-type: none"> • Quality assure budgets and resources for intervention and achievement, ensuring effective use and maximum impact leading to evidenced impact on student outcomes and behaviours • Ensure the effective dissemination of information and improve systems for internal and external communication, ensuring every child is known. • Review internal approaches, in particular Alternative Provision, ensuring procurement leads to value for money and enhanced learning opportunities. • Overtime, reduce external reliance and develop internal approaches in line with the White Paper changes, particularly around approaches to internal suspensions and inclusive schools |
| 8. Continuous School Improvement |
| <ul style="list-style-type: none"> • Collaborate with Trust leaders to identify emerging priorities, share effective practice and strengthen key aspects of provision through strategic review and continuous improvement • Contribute to the strategic direction of the Trust by shaping policies and staff professional development • To support Trust improvement priorities through coaching and mentoring that support fidelity and effective implementation • Provide challenge, develop and support across the maths curriculum that leads to improved outcomes, particularly at Basics level in KS4. |

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| <ul style="list-style-type: none"> • To undertake any professional duties, reasonably delegated by the Executive Principal. • Develop approaches of identified school support such as PIXL. |
| 9. Working in Partnership |
| <ul style="list-style-type: none"> • Forge constructive relationships and strengthen partnerships, both in school and beyond, working with colleagues in other schools, parents, carers, the community, and external agencies. • Strengthen the Trust's approach to growth by offering credible and impactful school:school support. |
| 10. School & Trust Governance |
| <ul style="list-style-type: none"> • Provide high quality reports and review to key layers of governance across the Trust. • Ensure governors and Trustees regularly receive and understand information regarding the effectiveness of provision with a particular emphasis on behaviour and attitudes. • Present during external quality assurance visits and inspections to share the effectiveness of our approach |

PERSONAL SKILLS AND CRITERIA

Applicants should be able to provide evidence of their ability to meet the following criteria.

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| Delivering Results |
| Have a strong track record of delivering results of achieving good student outcomes as a class teacher and experienced senior leader. |
| Have a thorough understanding of evidence informed practice |
| Ensure practical systems are in place to monitor and develop the effectiveness of implementation of identified strategic objectives |
| Quickly implement strategies for removing or unblocking obstacles |
| Achieve a balance between a clear focus on results and attending to the needs of individuals |
| Comply with legal obligations, policies and procedures |
| Developing Relationships through Partnership |
| Actively seek, listen to and act on feedback from others in order to shape a response towards action |
| Communicate clearly and articulately in both spoken and written form to a range of audiences, including partners, governors, parents and other stakeholders |
| Demonstrate respect for an extremely wide range of people from different backgrounds |
| Listen and empathises with the personal circumstances of others |
| Share ideas and coaching methodology to help others achieve success |
| Provide support to staff, students and their families to enable every opportunity for success |
| Implement appropriate decisions that lead to school improvement even if difficult or controversial |
| Modelling excellence in teaching |
| Demonstrate a strong understanding of current theories and research on effective practice and distil this effectively |
| Effectively judge the quality of provision, provide appropriate advice and support to secure an effective learning culture. |
| Initiate and support the sharing of expertise, good practice and research and evaluation |
| Holding others to account |
| Support an ethos and culture of high expectations for all pupils' aspirations and achievements, removing barriers to learning and consistently challenging low expectations in the school and community |
| Challenges and confronts underperformance, intervening swiftly to enforce consequences when performance levels drop |
| Recognises and praise success |
| Provides constructive feedback to enable learning from mistakes |
| Inspire and Influence |

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| Bring the vision and strategy to life for others; enthusing and exciting others with conviction |
| Consistently demonstrate positive behaviour and high ethical standards |
| Display high levels of energy and drive; stimulating others to raise their ambition and esteem |
| Engender a sense of pride, belief and commitment in others through their own commitment and belief |
| Use direct and indirect influence to gain support, build alliances and secure support before presenting proposals or taking decisions |

Key role requirements:

| Qualifications | | Essential | Desirable |
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| 1. | Educated to Degree Level or equivalent, QTS | X | |
| 2. | Willingness to undertake further professional development as appropriate in alignment with the requirements of the post | X | |
| Experience and Knowledge | | | |
| 3. | Highly successful practitioner, demonstrating high quality teaching and learning that impacts significantly on student outcomes | X | |
| 4. | At least three years of proven strong, successful senior leadership and management experience in a secondary school at Deputy level or above | X | |
| 5. | Rigorous subject knowledge and knowledge of effective climate for learning, particularly for the most vulnerable students | X | |
| 6. | Evidence of supporting other professionals to develop | X | |
| 7. | Experience of practitioner research | | X |
| 8. | Evidence of holding others to account | X | |
| 9. | Evidence of driving whole Academy improvement/ initiatives | X | |
| 10. | Evidence of delivering excellent student outcomes at KS3 and KS4 | X | |
| Competencies - Personal Qualities, Skills and Attitudes | | | |
| 11. | A commitment to striving for the highest outcomes | X | |
| 12. | Ability to effectively lead strategy | X | |
| 13. | Ability to create, oversee and quality assure an outstanding curriculum which engages and excites the most vulnerable learners. | X | |
| 14. | Ability to forge successful partnerships to enhance student experience and outcomes | X | |
| 15. | Ability to reflect, develop, evaluate and disseminate | X | |
| 16. | Ability to hold other professionals to account whilst inspiring them | X | |
| Values | | | |
| 17. | An understanding of the mission, vision, values and ethos of the Trust | X | |
| 18. | A commitment to promote and support the mission, vision, values and ethos of the Trust. | X | |
| 19. | Possess drive, enthusiasm, integrity, determination and energy to contribute to improving the life chances and experiences of our students. | X | |
| Statutory and Legal Compliance | | | |

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| 20. | Completion of statutory enhanced Disclosure Barring Service (DBS) checks | X | |
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In addition to the above specific duties all staff are required to:

- Participate in Performance Review.
- Promote and implement equality and diversity.
- Comply with legislation and adhere to GMATs Academy's policies and procedures.
- Have due regard for safeguarding and promoting the welfare of children and young people.
- Contribute to the fulfilment of Greater Manchester Academies Trust's vision, ethos and strategic plan.
- Participate in professional development and fulfil contractual obligations.
- Attend appropriate meetings, both within the Academy and as appropriate to your role
- Respect confidentiality

The Greater Manchester Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.