

#EMATters



# East Midlands Academy Trust

## Application Pack Impact Partner- Secondary

“Every child deserves to  
be the best they can be”

# Hello and welcome to East Midlands Academy Trust.

We're a thriving multi-academy trust, which currently includes an all-through school in Northampton, a secondary school in Oundle and five primary schools in Northamptonshire and Milton Keynes serving over 5,000 pupils through the tenacity and professionalism of 600 colleagues. I like to call the members of our immediate and extended community #EMATters.

**Every child deserves to be the best they can be**, and therefore inclusion is at the heart of everything we do. By joining the #EMATters team, you will have the opportunity to help us ensure that high quality education is available to everyone, regardless of their ability or background.

You will be supported throughout your career journey with us, as we recognise that achieving our aim that every child deserves to be the best they can be is only possible through committed and empowered colleagues and a strong culture of personal and professional development, which includes a host of learning opportunities offered through our in-house training hub.

Thank you for your interest in East Midlands Academy Trust. And if you have any questions do get in touch via [hrqueries@emat.uk](mailto:hrqueries@emat.uk)

Joshua Coleman  
Chief Executive  
East Midlands Academy Trust



## Post Description:

<b>Post title:</b>	Impact Partner- Secondary
<b>Responsible to:</b>	Executive Headteacher and Academic Advisory Board
<b>Liaising with:</b>	EMAT Senior Executive Team, Headteachers, Head of School, Heads of Department, all school-based colleagues, Academy Improvement Partner/ consultants, governors, trustees, other trust schools, external agencies, relevant support staff.
<b>Pay Range:</b>	EMAT10 - £82,654 - £88,951
<b>Contract:</b>	Permanent

### Job Purpose

Impact Partner – Secondary is a field-based, school-facing role focused on driving rapid and sustained improvement across secondary schools within the Trust.

The postholder will work directly alongside Headteachers, senior leaders, middle leaders, and teachers to improve the quality of education, curriculum implementation, teaching and learning, student outcomes, attendance, behaviour, inclusion, and leadership capacity.

The role is line managed by secondary Headteachers and accountable to the Academic Advisory Board, which sets strategic improvement priorities.

The postholder will provide a balance of support and constructive challenge, using coaching, modelling, and collaborative practice to secure sustainable improvement and high standards across all schools.

### Strategic School Improvement

- Deliver the Academic Advisory Board's secondary improvement strategy across the Trust.
- Work with school leaders to identify priorities and implement robust improvement plans.
- Improve the quality of education across Key Stages 3–5, ensuring consistently high standards.
- Strengthen school systems for attendance, behaviour, inclusion, and achievement.
- Promote evidence-informed approaches to teaching, leadership, and curriculum design.
- Build leadership and teaching capacity to secure sustained improvement.

### School Support, Challenge & Practice Development

- Maintain a regular on-site presence across schools, providing direct coaching, modelling, and challenge.
- Work alongside leaders and teachers to improve pedagogy, curriculum delivery, assessment, and classroom culture.
- Provide coaching, team teaching, and modelling of highly effective practice.
- Analyse attainment, progress, attendance, behaviour, and safeguarding data to identify priorities.
- Support leaders in evaluating impact and adapting provision accordingly.
- Support schools in preparation for inspection and external review.
- Provide clear, developmental feedback and practical improvement actions.

### Curriculum, Teaching, Learning, Reading & Oracy

- Support leaders to develop ambitious, inclusive, and coherently sequenced secondary curricula.
- Strengthen curriculum implementation and consistency across subjects and departments.

- Promote high standards of teaching, adaptive practice, literacy, oracy, assessment, and subject pedagogy across all curriculum areas.
- Strengthen whole-school reading and literacy strategies, including disciplinary reading, vocabulary development, and interventions to improve reading age and comprehension.
- Coach teachers and leaders to improve curriculum delivery, pedagogy, and engagement.
- Promote consistently high expectations across all classrooms.
- Support schools in narrowing gaps for disadvantaged and vulnerable learners.

#### **Leadership Development & Capacity Building**

- Provide coaching, mentoring, and constructive challenge to school and middle leaders.
- Support the development of strong coaching cultures within schools.
- Deliver and/or coordinate Trust-wide professional development.
- Facilitate collaboration and sharing of effective practice across schools.
- Support leadership development and succession planning.
- Build sustainable internal capacity for improvement.

#### **Attendance, Behaviour & Inclusion**

- Drive significant improvement in attendance, behaviour, and engagement, with a particular focus on reducing persistent absence.
- Work with inclusion and safeguarding teams to support vulnerable learners.
- Strengthen pastoral systems and inclusive school cultures.
- Promote high expectations and consistent behaviour systems across schools.

#### **Transition**

- Support effective transition between phases, with a particular focus on KS2 to KS3.
- Work with primary colleagues, secondary leaders, and inclusion teams to ensure continuity of curriculum, assessment, and pastoral support.
- Analyse transition data to identify trends in attainment, attendance, behaviour, and SEND needs.
- Strengthen induction and early identification systems for incoming pupils, particularly vulnerable learners.

#### **Partnership & Collaboration**

- Build strong relationships with Headteachers, governors, Trust teams, and external partners.
- Contribute to Trust-wide improvement planning and strategic priorities.
- Maintain a visible, consistent presence across schools.
- Promote collaboration and the sharing of best practice across the Trust.

Attribute	Essential	Desirable
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• Degree or equivalent qualification</li> <li>• Evidence of continued professional development</li> </ul>	<ul style="list-style-type: none"> <li>• NPQSL, NPQH, or equivalent leadership qualification</li> <li>• Leadership accreditation</li> </ul>
<b>Experience</b>	Successful secondary teaching and leadership experience	<ul style="list-style-type: none"> <li>• Experience working across multiple schools or within a Multi Academy Trust</li> </ul>

	<ul style="list-style-type: none"> <li>• Experience leading outstanding school improvement initiatives</li> <li>• Experience improving pupil outcomes at secondary levels</li> </ul>	<ul style="list-style-type: none"> <li>• Experience supporting schools through inspection</li> </ul>
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Strong understanding of effective secondary education and A level curriculum design</li> <li>• Ability to analyse and interpret school performance data</li> <li>• Excellent leadership, communication, and coaching skills</li> <li>• Strong understanding of quality assurance school improvement processes</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of systems such as Arbor</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Strategic and solution-focused</li> <li>• Collaborative and resilient</li> <li>• High expectations and commitment to excellence</li> <li>• Commitment to safeguarding and inclusion</li> <li>• Passionate about improving outcomes for young people</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to influence improvement across multiple settings</li> </ul>

Compiled by: Hannah Fajemiyo	Revision Number
Approved by:	Revision Date ___/___/___

### Additional duties

Whilst every effort has been made to explain the main duties and responsibilities, please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the post holder will carry out. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

**N.B.** The post holder will carry out his/her responsibilities in accordance with the Trust's equal opportunities policy.

This job description is provided to assist the post holder to know what his/her duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of the post.

## How can I apply?

We have an online application form on our careers page under [Job Vacancies](#) and request that you complete the supporting statement in detail, explaining why you are the perfect person for this exciting opportunity. Please be aware that although we will not accept any CVs we welcome applicants to explore the opportunity before applying and if you have any questions about the role or the process, please get in touch with **Hannah Fajemiyo - HR Business Partner**. Please inform us if you require any particular adjustments, arrangements, or access needs as part of the recruitment process.

## About East Midlands Academy Trust

All staff should be committed to the school and East Midlands Academy Trust's purpose, values and objectives.



## Health and Safety

So far as is reasonably practical, the post holder must ensure that safe working practices are adopted by employees, and in premises/work areas for which the post holder is responsible, to maintain a safe working environment for employees and learners.

## Safeguarding

EMAT is committed to the safeguarding of its young persons and expects all staff, volunteers and adults to work within the parameters of the policies and procedures as agreed by the Board of Trustees to ensure the safety of all young persons within its care.

## Equal Opportunities

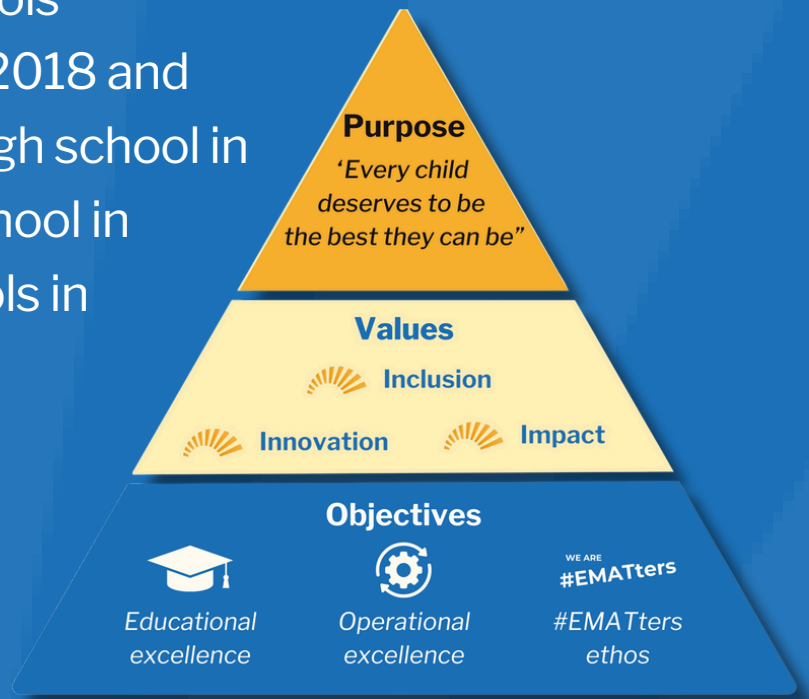
It is the policy of EMAT to provide equal opportunities for all individuals; to prohibit discrimination in employment on any basis protected by applicable law, including but not limited to race, religious creed, marital status, sex, sexual orientation, ancestry, national origin, age, medical condition or

disability. EMAT promotes equal employment opportunities in all aspects of employment through positive employment policies and practice.

If any special requirements are needed to attend an interview, please inform the trust.

# About East Midlands Academy Trust

Our community of seven schools collectively became EMAT in 2018 and currently includes an all-through school in Northampton, a secondary school in Oundle and five primary schools in Northamptonshire and Milton Keynes, with more than 600 #EMATters serving over 5,000 pupils.



## “Every child deserves to be the best they can be”

This can only be achieved with committed and empowered colleagues. That’s why we have created a strong culture of personal and professional development, which includes access to a host of learning opportunities offered through our in-house training hub to all #EMATters

