

#EMATters



# East Midlands Academy Trust

## Application Pack Impact Partner - Primary

“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- Primary
<b>Responsible to:</b>	Director of Primary 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 – Primary will drive the strategic improvement of primary education across the Trust. The postholder will be line managed by the Director of Primary and accountable to the Academic Advisory Board, which will set the strategic objectives for the role.

The postholder will work closely with Headteachers, senior leaders (including SLT), middle leaders (subject leaders, phase leaders, and curriculum leads), teachers, and Trust teams to improve the quality of education, curriculum implementation, teaching and learning, pupil outcomes, attendance, behaviour, inclusion, and leadership capacity across primary schools.

This is a field-based, school-facing role, focused on working directly alongside all primary schools across Northampton, Milton Keynes, Oxfordshire, and Leicestershire to secure sustainable improvement. The role involves regular on-site engagement through coaching, mentoring, modelling of effective practice, leadership development, and collaborative improvement work. The postholder will provide both support and constructive challenge to ensure consistently high standards and improved outcomes for all pupils.

### Strategic School Improvement

- Deliver the Academic Advisory Board's primary school improvement strategy across the Trust.
- Work with primary school leaders to identify priorities and implement improvement plans.
- Improve the quality of education, curriculum implementation, and pupil outcomes across primary phases.
- Support schools in developing effective approaches to attendance, behaviour, inclusion, and pupil achievement.
- Promote evidence-informed approaches to teaching, learning, leadership, and school improvement.
- Work directly alongside school leaders and staff to secure sustainable improvement through coaching, mentoring, modelling, and collaborative practice.
- Build leadership and teaching capacity within schools to ensure long-term impact and improvement.

### School Support, Challenge & Improvement

- Undertake regular visits to primary schools to provide practical support, guidance, and constructive challenge.

- Work alongside Headteachers, senior leaders, and middle leaders to improve pedagogy, curriculum delivery, assessment, classroom culture, and pupil engagement.
- Provide in-school support through coaching, team teaching, modelling of effective practice, and leadership development.
- Support leaders in evaluating the impact of teaching and learning strategies and adapting provision accordingly.
- Analyse attainment, progress, attendance, behaviour, and safeguarding information to identify priorities and next steps.
- Provide developmental feedback and practical recommendations to support continuous improvement.
- Support schools in preparation for inspection and external review processes.
- Facilitate improvement through professional dialogue, collaborative planning, and practical classroom-based support.

### **Curriculum, Teaching & Learning**

- Support leaders in developing ambitious, inclusive, and coherently sequenced primary curricula.
- Work with subject leaders, phase leaders, and senior leaders to strengthen curriculum implementation, consistency, and impact.
- Promote high standards of teaching, adaptive practice, early reading, assessment, and oracy across all curriculum areas.
- Model highly effective teaching strategies and classroom practice to support staff development.
- Coach teachers and leaders to improve curriculum implementation, pedagogy, assessment, and pupil engagement.
- Support the development of consistent teaching approaches and high expectations across schools.
- Promote evidence-informed teaching practices through demonstration, coaching, and professional development.
- Support schools in narrowing gaps in attainment and progress for disadvantaged and vulnerable pupils.

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

- Provide instructional coaching, mentoring, support, and constructive challenge to Headteachers, senior leaders, and middle leaders.
- Support leaders in developing strong coaching cultures within their schools.
- Deliver or coordinate Trust-wide professional development and training programmes.
- Facilitate collaboration and sharing of effective practice between primary schools.
- Support leadership development and succession planning across the Trust.
- Develop staff confidence and capability through sustained coaching and in-school professional support.

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

- Drive significant improvement in attendance, behaviour, and engagement, with a particular focus on reducing persistent absence.

- Work collaboratively with inclusion and safeguarding teams to ensure effective support for vulnerable pupils.
- Support leaders in developing effective pastoral systems and inclusive practice across primary schools.
- Promote approaches that support positive behaviour, high expectations, and inclusive learning environments.

#### Transition

- Support effective transition between phases, with a particular focus on KS2 to KS3.
- Work with secondary, inclusion, and primary colleagues 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 pupils moving into secondary education, particularly vulnerable learners.

#### Partnership & Collaboration

- Build effective relationships with Headteachers, governors, external agencies, and Trust teams.
- Contribute to Trust-wide strategic planning and primary improvement priorities.
- Maintain a visible, consistent presence across Trust schools through regular on-site engagement.
- Work collaboratively with secondary and inclusion teams to support transition and continuity across phases.
- Contribute to the sharing of best practice and collaborative working 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>• Relevant primary curriculum or leadership accreditation</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful primary teaching and leadership experience</li> <li>• Experience leading outstanding school improvement initiatives</li> <li>• Experience improving pupil outcomes at primary levels</li> </ul>	<ul style="list-style-type: none"> <li>• Experience working across multiple schools or within a Multi Academy Trust</li> <li>• Experience supporting schools through inspection</li> </ul>
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Strong understanding of effective primary education and curriculum design</li> <li>• Ability to analyse and interpret school performance data</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of systems such as Arbor</li> </ul>

	<ul style="list-style-type: none"> <li>• Excellent leadership, communication, and coaching skills</li> <li>• Strong understanding of quality assurance school improvement processes</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.

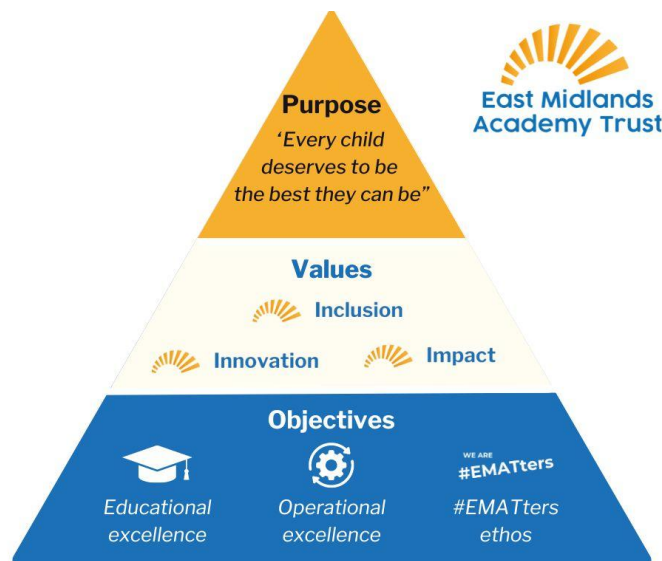
This job description is provided to assist the post holder to know what his/her duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of the post.

### 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.

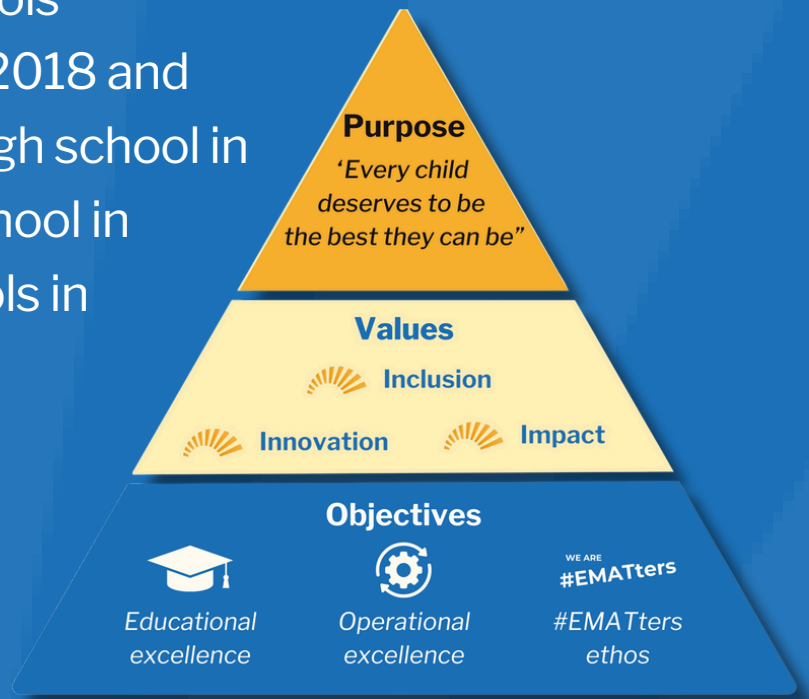
## Equal Opportunities

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

