

# Application Pack for School Improvement Primary Leader

## Pay Scale: Leadership

September 2018

## Introduction

This is a unique opportunity to join us at an exciting time of growth and innovation. You will form part of an expanding Executive Team, shaping the future development of Chorus Education Trust.

You will lead Primary School Improvement on behalf of Chorus Education Trust.

Core to your support is our Teaching School – one of the largest in the country. We believe in Professional Learning for all. Beginning with Initial Teacher Training through to Executive Headship and will support you to achieve the very best in your career. We believe in ‘Outstanding Achievement for All’ and this is reflected in our commitment to both staff and students.

You will be responsible for developing Primary School Improvement Strategy, developing ‘Professional Learning’ offer aimed at improving Primary expertise.

## Chorus Education Trust

Our Trust is at an exciting stage of development and growth. Building on our experience in Silverdale School where we achieved an ‘Outstanding’ judgement from Ofsted, we are now bringing other schools into our organisation.

Our aim is for all our schools to be ‘Good’ or ‘Outstanding by 2020.

One of our key building blocks is our Teaching School – one of the biggest in the country and rooted in the principles of partnership work and collaboration.

We see the Heads of School as integral members of our overall Executive team within the Trust. Our team of Directors is also expanding, to support our next stage of growth.

## School Improvement Primary Leaders’ Description

### Key priorities

The key priorities for this role for the next 12 months are to promote Chorus Education Trust and Sheffield Teaching School Alliance offer to Primary Schools through:

- Developing a Primary School Improvement Strategy
- Developing a ‘Professional Learning’ (CPD) offer aimed at improving Primary expertise

- Supporting all Primary schools joining the Trust to begin to move to at least good or outstanding
- Carrying out due diligence as and when needed in Primary Schools joining the Trust

## Core purpose

The core purpose of this role is to provide professional leadership and management of the school that will promote a secure foundation from which to achieve high standards in all areas of the school's work.

To achieve success the School Improvement Primary Leaders will:

- Provide vision, leadership and direction.
- Promote excellence, equality and high expectations of all students.
- Deploy resources to achieve trust aims.
- Evaluate school performance and identify priorities for continuous improvement.
- To provide monitoring, support and challenge for schools in order to further improve standards and achievement, in line with DfE and Ofsted requirements.
- To provide support and / or intervention in underperforming schools.

## Key responsibilities

### Strategic direction and shaping the future

- Work with the Executive Headteacher, Governing Body, Board of Trustees and other key stakeholders to ensure the Trust's vision is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the Trust community to translate the Trust's vision into agreed objectives that promote and sustain school improvement.
- Demonstrate the Trust's values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive environment.
- Ensure that strategic planning takes account of diversity, values and experience of the school and the community.
- Work with the Executive Headteacher, other member of the MAT's executive team and the Board of Trustees to contribute to the strategic direction of the MAT.

### Leading School Improvement Strategy

- To observe teaching and learning and provide critical feedback on it to teachers and senior leaders
- To deliver training and support to schools in order to improve attainment and progress
- Work collaboratively with school leadership to ensure school improvement is sustained and delivers quality outcomes for pupils.
- To act as a critical professional friend to schools, supporting their leadership to evaluate their schools' performance, identify priorities for improvement and plan effective change.

- Discuss and assess a school's self-evaluation and school improvement plan against available evidence including the Ofsted report, and report on the effectiveness of these.
- To help build schools' capacity to improve pupils' achievement and to realise other key outcomes for pupils that impact on achievement
- Deliver and broker direct support to schools as part of a Chorus Trust offer, ensuring School Improvement Strategy services provided are effective and cost efficient.
- To deliver training and support to schools in order to improve attainment and progress.

## **Developing self and working with others**

- Regularly review own practice and take responsibility for own personal development.
- Maintain up to date professional knowledge, relevant professional accreditation and ensure awareness of all strategic and legislative developments.
- Develop and maintain effective strategies and procedures for professional development and school improvement
- Treat people equitably and with dignity and respect to create and maintain a positive trust culture.
- Build a collaborative learning culture within the trust and actively engage with schools to build effective learning communities.
- Manage own workload and that of others to allow an appropriate work/life balance.
- Adopt a collaborative and supportive approach to colleagues across the Trust and in partner organisations, providing operational advice, assistance and support and leading by personal example as a role model of commitment and excellent performance.
- Establish, develop and sustain effective working relationships and productive partnerships with all relevant agencies

## **Accountability**

- To be accountable to the Executive Head for the clearly defined and agreed responsibilities/accountabilities relating to the leadership and management of the school improvement role as delegated by the Executive Head.
- To fulfil commitments of contractual accountability to the Board of Trustees.
- To develop a trust ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Provide an objective review of the school's performance data by considering and analysing its most recent national test results, trends over time and data on others pupils' achievement and well-being.
- To compile reports on schools and provide detailed information on the progress of schools causing concern for the Executive Headteacher, Board of Trustees or Chorus Trust executive.
- To carry out monitoring and moderation of schools' statutory assessment arrangement in order to ensure that correct procedures are followed and report to Trusts leaders on any malpractice

## Strengthening community

- Co-operate and work with relevant agencies to protect children.
- Contribute to strengthening the community of the Trust, particularly by developing strong relationships with Headteacher, Principals and Heads of School.

This job description is subject to annual review.

The Governing Body and Trustees are committed to safeguarding and promoting the welfare of children and young persons and the School Improvement Primary Leaders must ensure that the highest priority is given to the following guidance and regulations to safeguard children and young people.

The successful candidate will be required to complete a Disclosure and Barring check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.

## Review Arrangements

The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, Chorus Education Trust will expect to revise the Job Description from time to time and will consult with the post holder at the appropriate time.

The appointment is initially made to Chorus Education Trust, Silverdale School. However, the nature of Trust developments may mean that in the future other schools may join the Trust. As such, all new appointees are appointed with the understanding that they may in the future be directed by the Executive Headteacher to work across any school/worksite within the umbrella of Chorus Education Trust structure that exists at that time.

## Person Specification

A. TRAINING AND QUALIFICATIONS	Essential	Desirable	Source: A – Application I – Interview D – Documents R - References
Qualified Teacher Status	Y		A, D
National Professional Qualification for Headship (NPQH)		Y	A, D
Management training or qualification/Higher Degree		Y	A, D
Evidence of commitment to continuing professional and personal development	Y		A, I, D
B. EXPERIENCE OF TEACHING AND SCHOOL/ACADEMY LEADERSHIP & MANAGEMENT	Essential	Desirable	Source:
Experience of teaching in more than one school	Y		A, I
Experience of promoting effective shared and distributive leadership	Y		A, I
Successful senior leadership at Headteacher level resulting in sustained significant improvements in standards	Y		A, I, R
Experience in all three stages of Primary education		Y	A, I
Experience of successful implementation of strategies for raising achievement and ensuring effective teaching, learning and assessment	Y		A, I
Experience of monitoring and evaluating teaching and learning	Y		A, I, R
Experience of successfully leading and managing whole school change initiatives	Y		A, I, R
Evidence of being able to employ a range of leadership and management styles and approaches as appropriate	Y		A, I, R

Experience of effective financial and resource management		Y	A, R
Experience of working to support other schools		Y	A, I, R
<b>C. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source:</b>
Knowledge of relevant statutory requirements relating to schools/academies	Y		I
Sound up-to-date knowledge of developments in education, teaching and learning, assessment and best practice	Y		I
Knowledge and understanding of the role of the Governing Body/Board of Trustees in a school/academy		Y	A, I
Understanding of how high quality performance management for all staff is linked to school improvement	Y		I
A belief in the right of children and young people to a high quality education, raising standards of achievement whilst recognising the value and worth of each individual and providing an experience which meets the needs of every young person.	Y		A, I
Understanding of equal opportunities and able to put this into practice, including the need to prepare pupils for life in a diverse society	Y		I, R
<b>D. PROFESSIONAL COMPETENCIES</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source:</b>
To have a high standard of written and verbal communication skills	Y		A, I
A demonstrable track record of strategic, analytical and innovative thinking and translating this into an effective vision and operational outputs	Y		A, I, R

To investigate problems, evaluate options, identify solutions, make and implement plans and monitor impact	Y		A, I, R
Ability to prioritise, set targets, meet deadlines and to work under pressure	Y		A, I, R
The ability to initiate and maintain innovative curriculum design and delivery	Y		A, I
The ability to provide inspirational leadership with a 'can-do' attitude and to generate high expectations, enthusiasm and commitment in a collaborative culture	Y		I, R
Evidence of managing challenging behaviour effectively	Y		I, R
Experience of developing and sustaining positive relationships with parents and a wide range of internal and external stakeholders	Y		A, I, R
To be a competent user of ICT and have knowledge of how new technologies support teaching and learning		Y	A, I, R
<b>E. PERSONAL ATTRIBUTES</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source:</b>
Ability to work collaboratively	Y		A, I
Evidence of strong negotiating and influencing/communication skills	Y		I, R
Evidence of resilience, energy, enterprise and passion, treating challenges as opportunities, emotional intelligence and empathy	Y		I, R
Able to adapt to changing circumstances and new ideas	Y		I, R
Evidence of promoting life-long learning in self and others	Y		A, I
<b>F. SAFEGUARDING</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source:</b>

Understanding of compliance with Health and Safety legislation	Y		A, I, R
Clear commitment to and understanding of child protection matters, safeguarding legislation and practice to promote the physical and emotional health and wellbeing of children and young people	Y		A, I, R
Commitment to sustaining a safe, secure and healthy school environment, caring for all children from all backgrounds	Y		A, I, R
Satisfactory enhanced clearance from the DBS	Y		D

## Information about Chorus Education Trust

Chorus Trust was founded on Silverdale School, an Ofsted-rated Outstanding school in the south west of Sheffield, that was recently named the Top State Secondary in the North.

Westfield Secondary School has been under the leadership of the Trust for the past year and is due to join formally on 1 March. Two primary schools are due to join by September 2018 and we are in talks with other secondary and primary schools about joining imminently.



### An outstanding education should not depend on your postcode

We believe that every child in our region deserves the best education possible, and we know that there is outstanding expertise across our region that can be harnessed to make this happen. That means drawing on one of the biggest strengths in the education world – the willingness to share, support and collaborate.

Working with both primary and secondary schools in South Yorkshire and Derbyshire, we are working to build a Trust that provides the very best education for young people, where ever they live.

### Together we are stronger

All schools are facing financial challenges and we believe that, by coming together, we can build resilience that just wouldn't be possible on our own. As well as achieving economies of scale for schools by purchasing goods and services as one organisation, we provide a range of central services at extremely competitive costs. You can see the full list [here](#). We also have expertise in fundraising and income generation, to ensure that schools can bring in additional funding.



## **You don't have to like the academies programme to like us!**

We know that the academies programme isn't everyone's preferred way of delivering education. However, it is the direction of travel for the foreseeable future. So we are very keen to build a collaboration of schools in our region, rather than have it 'done to us' by a national chain with limited understanding of the local area.

## **Choose your own destiny**

We know that every school brings expertise that we can all learn from. So we want the schools that join us to help shape our Trust. We don't believe in moulding every school to one template. Instead, we want our schools to contribute to the long term development of the Trust.

## **We know education**

At our heart is the Sheffield Teaching School Alliance, which trains over 100 teachers every year, runs a range of CPD courses and runs the only national SCITT (School Centred Initial Teacher Training) for modern languages. We work with over 150 schools and have built a trusted reputation for training and developing teachers. We bring this expertise and experience to inform our work across the Trust.

## **You can be aspirational and inclusive**

We believe that every young person has the capacity to achieve beyond their expectations. We go to great lengths to keep students in school, by developing a strong, inclusive environment and investing in teams of dedicated, professional staff.

[www.chorustrust.org](http://www.chorustrust.org)

## **About Sheffield Teaching School Alliance**



Our Teaching School supports staff at every stage of their career - from initial teacher training, right through to middle, senior and executive leadership. We also provide

subject specialism training.

We have also launched a unique national SCITT which brings together both the state and independent sectors to focus solely on training teachers of modern languages.

The Teaching School grew from Silverdale School, was designated as one of the first Teaching Schools in 2012 and sits at the heart of the Sheffield Teaching School Alliance.

We have a large, cross phase, nationally recognised School Direct Teacher Training Programme, a statutory duty to report on the progress of NQTs in Sheffield and a fully developed programme of CPD for teachers. All of these activities provide opportunities for staff within our Trust to take on new roles and skills.

We work with over 50 schools in our School Direct network, which includes primary, secondary, special and the Peak District – training over 100 teachers every year. We are always looking for new partners and to deepen existing relationships.

Our Specialist Leaders in Education (SLEs) enable us to provide school-to-school support across the region. These roles provide excellent opportunities for staff in our Trust wishing to further their experience and skills.

The strategic board of the TSA is made up of partner head teachers and Sheffield Hallam University colleagues.

[www.sheffieldtsa.org](http://www.sheffieldtsa.org)

[www.nationalmodernlanguages.com](http://www.nationalmodernlanguages.com)

