

Job Description

Job Title:	Director of School Improvement
Grade/Salary:	Dependent on Experience
Reporting to:	Chief Executive Officer
Responsibility for:	Headteacher(s)
Location:	Central team and travel to schools

Job Purpose

As a member of the Executive Leadership Team this post is responsible for leading on:

- Development of the Trust’s school improvement model, associated plans and framework; in co-ordination with other Director(s) of School Improvement and any future school improvement team;
- Delivery and co-ordination of school improvement support for identified schools within the Trust;
- Developing and delivering quality assurance systems across the Trust’s schools;
- Reporting to the Trust Board on the quality of education and the impact of school improvement activity.

Key Responsibilities and Accountabilities

Key Duties and Responsibilities

- Be an active member of the Trust’s Executive Leadership Team;
- Contribute towards development and delivery of the Trust’s three-year strategic plan, operational plan, school development plans and school self-evaluations;
- Development of the Trust’s school improvement model, associated plans and framework, in co-ordination with other Director(s) of School Improvement and any future school improvement team;
- Provide advice and professional expertise to support the strategic growth of the Trust, including active involvement in the Trust’s due diligence process of new schools;
- Deliver and co-ordinate targeted school improvement support for identified schools across the Trust;
- Provide support and challenge to schools to secure high levels of pupil and staff performance and deliver an exciting and challenging curriculum;
- Analyse school and Trust performance data and utilise it to inform targeted support for schools and strategically plan and manage delivery of school improvement activities;
- Develop and deliver quality assurance systems across the Trust’s schools;
- Produce reports to the CEO, Executive Leadership Team and the Trust Board on the quality of education, and the impact of school improvement activities;
- Contribute towards strategy and policy updates;

- Take strategic responsibility for Trust wide areas as allocated by the CEO.

Applied Knowledge and Expertise

- Apply extensive experience in the leadership of schools to school improvement planning, due diligence, intervention in schools facing challenging circumstances and the development of the Trust's strategy and framework for school improvement;
- Use significant experience in preparing schools for Ofsted inspections, as well as detailed knowledge of the inspection framework and practices, to improve the standards in schools;
- Utilise in-depth knowledge and experience of working in the educational sector to design and deliver effective quality assurance systems and processes across schools and support the design of intervention strategies to improve academic standards and outcomes;
- Apply experience in change management and leadership training to target improved performance and lead Trust wide organisational change;
- Apply experience of encouraging collaboration between schools, across the Trust and with other external agencies to support improvement, sharing of best practice and reduce the replication of effort;
- Apply knowledge of statutory and regulatory compliance to ensure compliance across all schools.

Decision Making and Problem Solving

- With the CEO and Executive Leadership Team, create and regularly review structures across the schools that reflect the Trust's and each school's values and enables management systems, structures, and processes to work effectively;
- Work with the Executive Leadership Team, Director of School Improvement, Headteachers and any future central school improvement team to monitor and evaluate the academic performance, leadership, and management of schools;
- Support and work towards the aim that all schools maintain at least a 'good rating', with the goal of eventually becoming 'outstanding';
- Lead transformational change both strategically and operationally in all schools;
- Delegate key responsibilities and operations across any future central school improvement team and across the wider organisation.

Operational and Resource Management

- Identify opportunities across the group of schools for financial gains and sharing of resources through school-to-school collaboration;
- Ensure that all resources available to schools are used in ways which are for the promotion and achievement of the school's priorities, values, and objectives;
- Work with the Chief Executive Officer, the executive leadership team and headteachers to prioritise resource allocation and maximise value for money through developing a strong knowledge of school financial KPIs and application of curriculum led financial planning;
- Works closely with the Trust's Chief Executive Officer, Chief Financial officer and Headteachers to oversee the staffing resource of each school to ensure curriculum efficiency within agreed parameters.

Leadership and Management of People Development

- Drive a culture of high expectations, supporting school leadership teams to improve standards across all phases and curriculum areas;
- Ensure leaders across the Trust receive the appropriate teaching and leadership training and continue to develop their practice;
- Work with Headteachers to recruit staff of the highest quality across the group;
- Promote a positive culture throughout the organisation and adopts behaviours that exemplify the Trust's values;
- Line manage and performance develop Headteachers of identified schools and any future members of a central school improvement team, setting ambitions and encouraging continuing professional development;
- Build own leadership capacity and takes responsibility for own professional development by actively engaging with and seeking out areas for improvement;
- Work alongside the CEO and executive leadership team on the development, talent management and succession planning of staff across schools.

Stakeholder Management

- Nurture robust, open, and effective relationships with all parties across the Trust and with key external agencies including, Wakefield Local Authority, DFE, Regional Schools Commissioner, Teaching School Hubs and other Trusts and maintained schools;
- To keep abreast of local, national, and international policy, practice, and research in relation to schools working in challenging contexts and advise accordingly;
- Foster a culture of collaboration by creating networks and opportunities for schools and individuals within the Trust and its schools to engage each other and to build effective extended networks that have impact;
- Facilitate the partnership and networking of Headteachers, school leaders and the Trust staff to share and promote best practice and to support each other with challenges;
- Create effective working relationships with the senior leadership team of each school;
- In conjunction with Headteacher at each school create and maintain an effective partnership with parents;
- Strengthen each school's positive image in the wider community;
- Lead in developing community engagement, promoting a continuous culture of change, high standards and expectations.

Supporting the work of the Trust

- Develop and maintain the guiding principles of the Trust so that it is intrinsic and permeates all aspects of the schools' life and curriculum;
- Develop strong and positive relationships with colleagues in the Trust and contribute to collaborative work across academies cross phase;
- Be a member of the Executive Leadership Team and attend such meetings;
- To attend Trust Board meetings, as required and attend the Education and Standards Committee (a subcommittee of the Trust Board).

Performance Management and Review

- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Policies and Procedures.

Other Duties and Responsibilities

- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct;
- Be aware of and comply with policies and procedures relating to child protection, financial regulations, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure equal opportunities for all;
- Contribute to the overall vision and values of the Trust;
- Appreciate and support the role of other professionals;
- Be prepared to provide additional support to the Central Trust or other schools of the Trust if required;
- Attend and participate in relevant meetings as required;
- Participate in training and other learning activities and performance development as required
- Be proactive in seeking appropriate advice and guidance where required;
- Any other reasonable duties commensurate with the scale and seniority of the post, as directed by the CEO.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Person Specification

No.	Categories	Essential or Desirable	Assessed by:	
			App Form	Interview or Task
Qualifications				
1.	Degree educated;	E	✓	
2.	Qualified Teacher Status;	E	✓	
3.	Evidence of continuous professional development;	D	✓	
4.	Qualified to teach and work in the UK;	E	✓	
Experience				
5.	Strong record of educational leadership, significant experience as a Headteacher/Executive Leader gained within either a primary or secondary setting;	E	✓	✓
6.	Demonstrable record of taking a school or group of schools to an Ofsted 'Good' or better judgement as a Headteacher/Executive Leader;	E	✓	✓
7.	Experience of developing and motivating senior leaders to achieve success;	E	✓	✓
8.	Experience of writing, implementing and reviewing successful improvement plans and strategies that bring impactful change;	E	✓	✓
9.	Extensive experience of leading CPD activities for others;	E	✓	✓
Abilities, Skills and Knowledge				
10.	Able to develop strategic awareness, peripheral vision, and see the bigger picture;	E	✓	✓
11.	Effective partnership working skills – able to build and draw on the strengths of others to generate outstanding results;	E	✓	✓
12.	Sound knowledge of current educational policy, national initiatives and implications for in-school practices;	E	✓	✓
13.	Detailed knowledge of effective school improvement practices and extensive knowledge of effective intervention strategies to impact on school standards;	E	✓	✓
14.	Able to interpret complex data and produce reports that strategically review and evaluate resources and performance;	E	✓	✓
15.	Able to develop processes that encourage the sharing of best practice across schools and clusters of schools;	E	✓	✓
16.	Able to pursue challenging and rigorous questions and probe explanations;	E	✓	✓

No.	Categories	Essential or Desirable	Assessed by:	
			App Form	Interview or Task
17.	A strong sense of personal accountability and the ability to hold others to account, including senior school leaders;	E	✓	✓
18.	Able to work accurately with attention to detail, and be creative in approaching problem solving;	E	✓	✓
19.	Able to build strong working relationships with Trust Board and SPRB members, Headteachers, and school staff at all levels;	E	✓	✓
20.	Able to prioritise, work efficiently and accurately, particularly under pressure, to deadlines and using own initiative;	E	✓	✓
21.	An understanding and commitment to safeguarding issues and promoting the welfare of children and young people;	E	✓	✓
Personal Qualities				
22.	A commitment to leadership of inclusive schools, where the needs of all children are met, including vulnerable pupils, those from disadvantaged backgrounds, those with SEND, and the most able;	E	✓	✓
23.	Adaptive and responsive to change;	E	✓	✓
24.	Holds and articulates the Trust guiding principles, leads with moral purpose, ethically and with integrity;	E	✓	✓
25.	Flexible; thrives on change, enjoys working at pace and able to respond to changing demands;	E	✓	✓
26.	Integrity and commitment to the Nolan principles of public office; display the highest levels of integrity and probity, and be committed to the highest levels of effort, endeavour and focus on standards;	E	✓	✓
27.	Personal resilience, persistence and perseverance with a positive mindset, optimistic and a good work companion at all times;	E	✓	✓
28.	Willingness to travel to Trust schools, and when necessary, work outside normal working days for public and other meetings, and to achieve deadlines.	E	✓	✓