**DEPUTY DIRECTOR OF SCHOOL IMPROVEMENT – PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES**

**APPLICATION PACK**

**CONTENTS**

[WELCOME LETTER FROM THE CEO 3](#_Toc92957773)

[TRUST VISION AND AIMS 4](#_Toc92957774)

[About the Trust 4](#_Toc92957775)

[Vision 4](#_Toc92957776)

[Aims 4](#_Toc92957777)

[JOB ADVERTISEMENT 5](#_Toc92957778)

[JOB DESCRIPTION 7](#_Toc92957779)

[PERSON SPECIFICATION 11](#_Toc92957780)

[HOW TO APPLY 13](#_Toc92957781)

[To Apply 13](#_Toc92957782)

[Visits to the Trust and Schools 13](#_Toc92957783)

[Job Description 13](#_Toc92957784)

[Person Specification 13](#_Toc92957785)

[Closing date: 13](#_Toc92957786)

[Interview Date: 13](#_Toc92957787)

# WELCOME LETTER FROM THE CEO

Dear Applicant

As Chief Executive Officer of Vision Academy Learning Trust, I would like to thank you for your interest in this exciting new role. This is a great opportunity to become our new Deputy Director of School Improvement (secondary) within the Trust.

This is an exciting opportunity for an ambitious and inspirational leader who is seeking a new challenge and wishes to join a dynamic and supportive MAT; Vision Academy Learning Trust was established in 2016 and currently consists of 3 secondary schools, 5 primary schools and a teaching school.

Our mission is to provide high quality education in our schools that is supportive, respectful, in an inclusive environment that builds a foundation for life-long learning. The pupils, staff, parents and trustees are very proud of our schools, and are excited by the prospect of working with an innovative and collaborative leader as we begin a new chapter.

We seek to appoint an outstanding and proven leader who has high aspirations, drive and the enthusiasm and commitment to lead school improvement activities across the Trust secondary phase as we move to the next stage in our development and achieve even greater successes, improving progress measures and Ofsted judgements. We are determined to have outstanding student and subject progress, with the very best practice in teaching and learning and to create inspirational learning experiences for all of our students. To be an effective part of this journey it will be essential that the successful candidate believes passionately that every student, regardless of background can make excellent academic and personal progress.

We will need you to be able to continue to drive our schools forward on their journey of improvement whilst keeping the well-being of children and staff at the heart of all our decisions.

Kind regards

A picture containing diagram

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Simon White

CEO

Executive Headteacher of Vision Academy Learning Trust

# TRUST VISION AND AIMS

## About the Trust

The VISION Academy Learning Trust is a group of secondary and primary schools with a common aim to inspire the imaginations of our students and to support them to develop in ways which stand them in good stead for their future lives and responsibilities as individuals, employees and citizens.

We seek to help each student to achieve the greatest all-round development and success of which he or she is capable and to promote his or her academic, personal, social, moral and spiritual development.

Our schools and academies will support all students to develop responsibility for their learning, ensuring that they continue to be challenged and stimulated by their learning throughout their time at the school.

The name VISION models our strong common ethos as a strong MAT whilst retaining our individual identity as a learning school.

## Vision

The VISION Academy Learning Trust promotes an inclusive ethos, in which diversity of need and ability is acknowledged and nurtured.

Every aspect of academy life is guided by a strong ethical code, deep accountability, encouraging social awareness to help students understand and meet with confidence the challenges of a diverse and changing society and the world of work.

We aim for our parents, students and schools / academies to work closely together to ensure that every student is expected to achieve highly

## Aims

* To ensure that the VISION Academy Learning Trusts ethos and values creates an environment where all pupils are safe, healthy, positively contribute to their whole community, and achieve economic and academic well-being in adult life
* To ensure that all students enjoy attending school and are deeply engaged in their learning.
* To value each member of the VISION ALT MAT community by trusting, supporting and treating each other with dignity and respect.
* Achieve excellence for all students so that they make good progress, and they are able to make informed choices, solve problems and make good decisions.
* To ensure that all students succeed and thrive in school by raising aspirations and tackling disadvantage.
* Ensure that learning is central and will be stretching, rewarding and engaging. All students will be given the opportunity to grow personally, academically and socially.
* Ensure positive relationships with our local community and employers to support the opportunities for preparing our students for life beyond the Trust.
* Continue to work together for the collective good of the Trust in the context of what is best for all.

# JOB ADVERTISEMENT

**Deputy Director of School Improvement**

**Personal Development, Behaviour and Attitudes**

**L18 – L25** (£64,143 - £76,141)

**Permanent Start Date:** April 2022

This is an exciting opportunity for an ambitious and inspirational Senior Leader who is seeking a new challenge and wishing to join a dynamic and supportive MAT. The Vision Academy Learning Trust was established in 2016 and currently consists of three secondary schools, 5 primary schools and a teaching school.

We seek to appoint an outstanding and proven leader who has high aspirations, drive, enthusiasm and the commitment to lead school improvement activities across the Trust as we move to the next stage in our development as we strive to achieve even greater successes, improving progress measures and Ofsted judgements. We are determined to have outstanding student and subject progress, with the very best practice in teaching and learning and to create inspirational learning experiences for all of our students. We are looking for an experience and commitment Senior Leader who believes passionately that every student, regardless of background can make excellent academic and personal progress

The Deputy Director of School Improvement will be responsible for leading key areas of the Trust secondary school improvement framework and be directly responsible for improvement in Personal Development and Behaviour and Attitudes. They will do this by leading key actions that support swift and sustainable improvements, specifically in our sponsored academies.

The Deputy Director of School Improvement will be a senior member of the Trust Education Improvement Team and work with the CEO and Director for Improvement to agree engagement, management, co-ordination and accountability of work streams, actions and impact measures.

The Deputy Director of School Improvement will work with Headteachers to take the strategic lead for implementing the Personal Development, Behaviour and Attitudes improvement plans, leading key staff and being a highly visible leader. The Standards Office will be deployed full time in an identified school to ensure progress is rapid and secured and will work as a member of that school’s Senior Leadership Team**.**

**We can offer you:**

* The opportunity to have a profound positive impact on school improvement
* A dedicated hardworking team of staff with a large and skilled senior team
* The opportunity to work closely with the CEO and our talented Headteachers
* Supportive Trustees and Governors
* The opportunity to take on a high profile role within a highly effective multi academy trust
* Trust benefits
* A relocation package maybe considered if applicable

**Role and Requirements**

The key purpose of the Deputy Director of School Improvement for Personal Development, Behaviour and Attitudesis to effect consistent improvement across Vision Academy Learning Trust. The successful applicant will have:

* Evidence of outstanding, sustained and successful experience as a leader and teacher
* Highly effective experience of leading and implementing strategies for improving the quality of whole school Personal Development
* Highly effective experience of leading and implementing strategies for improving the quality of whole school Behaviour and Attitudes, including attendance
* Demonstrable the ability to strategically plan with transparent accountability.
* Proven ability to communicate effectively and appropriately with a variety of audiences
* Experience of establishing and sustaining effective organisational structures, systems, policy, accountability and practice
* Excellent knowledge and understanding of Keeping Children Safe in Education with a robust commitment to the thorough implementation of the safeguarding agenda
* Experience of building and sustaining effective and successful relationships with parents, carers, other educational partners and the wider community
* Demonstrate personal and professional integrity, including modelling values and vision

**The successful candidate must:**

* Be a successful leader at Deputy Headteacher, Assistant Head Teacher level, School Improvement Officer or Ofsted Inspector with proven record of leading and improving school behaviour and / or Personal Development for at least three full years with demonstrable impact.
* Have up-to-date knowledge of the law pertaining to all aspects of pastoral school leadership
* Have proven experience of implementing effective strategies for reducing exclusions
* Be well versed in all aspects of the Ofsted framework
* Be an advocate for enrichment and opportunities to develop character and engagement
* View strong SMSC and RSE provision as an integral part of a good education
* Have a proven ability to raise and sustain standards and progress in schools and departments
* Have a highly effective style that is both consultative and influential.
* Be able to demonstrate resilience, motivation, and commitment to driving up standards in all aspects of school accountability
* Hold a relevant teaching qualification and QTS, ideally with NPQH and a higher education qualification

Vision Academy Learning Trust is committed to safer recruitment and pre-employment checks will be undertaken before any appointment is confirmed. The post is subject to an Enhanced Disclosure Barring Service clearance. The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Trust is an equal opportunity employer and encourages applications from as diverse a group as possible.

**For further information about the role and to download an application form, please visit** [**www.valt.org.uk**](http://www.valt.org.uk) **and send your completed application with a 1500 word covering letter to**

Mr S White, CEO,

C/O Trust HR Officer,

Whinstone

Lowfields Ave,

Thornaby,

Stockton-on-Tees.

TS17 0RJ

**Or email:** [vacancies@valt.org.uk](mailto:vacancies@valt.org.uk)

# JOB DESCRIPTION

**Deputy Director of School Improvement:**

**Personal Development, Behaviour and Attitudes**

**L18 – L25**

**Responsible to:** CEO, Trust Director of School Improvement, Head of School/Head Teacher

***This unique strategic improvement role is suitable for existing and successful Deputy Head, Assistant Head Teacher or School Improvement Lead Officer***

**Role and Requirements**

* Evidence of outstanding, sustained and successful experience as a leader and teacher
* Highly effective experience of leading and implementing strategies for improving the quality of whole school personal development
* Highly effective experience of leading and implementing strategies for improving the quality of whole school behaviour and attitudes
* Evidence of outstanding progress, results and outcomes with a range of ability groups and different needs
* Demonstrable ability to strategically plan with transparent accountability.
* Successful experience of delegation that supports strategic improvements
* Understands the significance of interpersonal relationships and strategies for promoting individual and team development
* Proven ability to communicate effectively and appropriately with a variety of audiences, including those of children and young people
* Effective understanding and practice of establishing and sustaining effective organisational structures, systems, policy, accountability and practice
* Excellent knowledge and understanding of keeping children safe in education; a robust commitment to the thorough implementation of the safeguarding agenda
* Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school improvement, school behaviour and attitudes and personal development
* Evidence of holding individuals, teams and whole school to account to ensure consistency and progress.
* Experience of building and sustaining effective and successful relationships with parents, carers, other educational partners and the wider community that enhance a range of positive outcomes for children and young people
* Demonstrate personal fortitude and enthusiasm with a commitment to ethical leadership aimed at making a transformational difference to children and young people
* Demonstrate personal and professional integrity, including modelling values and vision
* Think analytically and creatively, demonstrating personal initiative in problem solving
* Demonstrate humour, modesty, resilience and optimism

**Main purpose of the job**

* To carry out the duties of this post in line with the remit outlined in the School Teachers' Pay and conditions document and the school's own policy
* To be strategically deployed into a VALT secondary school and assist the Head to lead rapid improvements with a specific focus on Personal Development, and Behaviour and Attitudes; including attendance.
* To strategically lead, Pupil Premium along with robust actions and strategies across the whole school, in Year Groups and Departments that enable children to have full engagement and attendance in school and make excellent progress
* To carry out teaching duties as required
* To promoting and safeguarding the welfare of children and young people within the school
* To strategically lead the development of Personal Development by:
  + Ensuring the Personal Development curriculum and associated learning offer leads to an outstanding curriculum and extra curriculum through a cohesive whole school approach to enrich cultural and learning capital.
  + Ensuring the intent and implementation for personal development is secure and well sequenced knowledge with particular reference to protected characteristics; RSE; Sexual Abuse; Character / Citizenship; active and healthy lifestyle; British Values; CEIAG and Equality.
  + Ensuring that leaders are accountable for the overview, co-ordination, monitoring and success with whole-school extended curriculum opportunities, high levels of engagement for all pupils and communicate these to the full range of stakeholders.
* To strategically lead the development of Behaviour and Attendance by:
  + Ensuring the attendance across all year groups is good, persistent absenteeism is low and the disadvantaged students attend in line with their peers; ensuring highly effective systems are executed daily to continually review and improve attendance.
  + Ensuring highly effective leadership, systems and accountability throughout the school to ensure a strong and positive behaviour and attitudes culture is established and maintained in line with Trust policies and expectations.
  + Ensuring rigorous monitoring of a whole school behaviour standards and instigate rapid actions and support that promote excellent behaviour and attitudes.
  + Ensuring the provision for professional development for staff to maintain the highest standards of behaviour management
  + Ensuring leaders and key staff effectively deploy of resources and strategies to ensure that students behavioural and emotional needs are being met and they are able to engage in learning effectively 
  + Leading by example with the management of behaviour and attitudes by being a highly visible and effective manager of challenging student behaviour

**Duties and responsibilities**

**Shaping the future**

* Support the Head Teacher and Governors in the strategic direction of the school, with a particular focus on attendance, behaviour and personal development
* Play a leading role in the school improvement planning process, through agreed priorities
* Contribute to the school's self-evaluation process, including devising and monitoring action plans and other policy development
* Lead by example especially when implementing change and improvements in standards
* Have a high presence within the school
* Promote a culture of inclusion within the school community where all views are valued
* Promote the trust and school as a Centre of Excellence

**Leading behaviour across the school**

* Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community, with a particular focus on meeting the needs of children
* Work with the Head of School / Head Teacher to raise standards
* Lead the provision of training and support for staff in all areas of behaviour
* Be responsible with the Head of School / Head Teacher, for the process involved in monitoring and evaluating the whole school behaviour system, including lesson observations, statistical analysis, and target setting

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

* Promote and protect the health, safety and welfare of pupils and staff
* Be responsible for promoting and safeguarding the welfare of children and young people within the school
* Support the development of collaborative approaches to learning within the school and beyond
* To work collaboratively with the school's Enhanced Learning Provision team and work in partnership with other external agencies.
* Be an outstanding and driven member of the Senior Leadership Team 
* Make a significant contribution to the day-to-day effective organisation and running of the school

**Securing accountability**

* Support the staff and Governing Body in fulfilling their responsibilities with regards to:
  + securing good behaviour and attitudes throughout the school day
  + High levels of attendance and low rates of PA
  + Ensuring a high quality provision and implementation of personal development
  + Ensuring additional disadvantaged funds support engagement, attendance and success
* Contribute to the reporting of the school's performance to the school's community and partner



**Strengthening community**

* To attend meetings with parents and carers as appropriate to ensure positive outcomes for all
* Promote relationships and work with colleagues in other schools and external agencies
* To deliver any parent sessions in line with the School Improvement Plan

**Specific tasks**

Have responsibility for the school's:

* Behaviour policy, its development, maintenance, and evaluation.
* Attendance policy, its development, maintenance, and evaluation.
* Personal development Curriculum, its development, maintenance, and evaluation.
* Pupil Premium strategy, its development, implementation and evaluation.

This includes the following: 

* Ensure that school's policies are consistently applied throughout the school
* Interpret and analyse data and provide weekly and monthly summary reports to the Head of School / Head Teacher, Senior Leadership Team, Staff and Governors
* Be accountable for a system of recording attendance and whole school behaviour, ensuring consistency across the school 
* Work with key leaders, pastoral leaders, subject leaders and class teachers to ensure systems are consistently followed with appropriate targets for the children with behavioural and SEN needs
* Work with key leaders to identify groups of pupils and individuals at risk of poor attendance, behaviour and / or those who are underachieving and devise strategies for rapid improvements
* Present to Governors, Head, Central Trust team on behaviour, attendance and personal development
* Assist with the referral of children to the various support services and outside agencies and to liaise with them

**The successful candidate will:** 

* Be a proven and successful leader at Deputy Headteacher, Assistant Head Teacher level, School Improvement Officer or Ofsted Inspector, with proven record of managing and improving school behaviour and / or personal development for at least three full years with demonstrable impact.
* Have up-to-date knowledge of the law pertaining to all aspects of pastoral school leadership
* Have proven experience of identifying and implementing effective strategies for reducing exclusions
* Be well versed in all aspects of the Ofsted framework
* Be an advocate for enrichment and opportunities to develop character and engagement
* View strong SMSC and RSE provision as an integral part of a good education
* Have a proven ability to raise and sustain standards and progress in schools and departments
* Have a highly effective style that is both consultative and influential.
* Be able to demonstrate resilience, motivation, and commitment to driving up standards of achievement
* Hold a relevant teaching qualification and QTS, ideally with NPQH and a higher education qualification

# PERSON SPECIFICATION

**Position: Trust Deputy Director of School Improvement:**

**Behaviour & Attendance and Personal Development**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Qualifications and Experience** | | | | | | | |
|  | | Essential | Desirable | Application | | Interview | | Task /Observation | |
| 1 | | DFE recognised Qualified Teacher status, recent and relevant CPD |  | √ | | √ | |  | |
| 2 | | At least 3 years recent and relevant Senior Leadership experience in a secondary school |  | √ | | √ | |  | |
| 3 | | Record of outstanding classroom practice with at least 5 years teaching experience | Experience teaching across the year groups | √ | | √ | |  | |
| 4 | | Evidence of leading and maintaining a whole school initiative linked to school improvement |  | √ | | √ | |  | |
| 5 | | Evidence of successful curriculum leadership and involvement in school improvement planning | Experience of leading a core curriculum area | √ | | √ | | √ | |
| 6 | | Proven track record of raising standards and meeting challenging targets |  | √ | | √ | |  | |
| 7 | | Experience of leading and managing a team, and of performance management |  | √ | | √ | |  | |
| 8 | | Experience of child protection/safeguarding with up-to-date training or willingness to undertake training |  | √ | | √ | |  | |
| 9 | | Experience of working with pupils with SEN and behaviour needs |  | √ | | √ | |  | |
| 10 | | Experience of delivery training and support that generates income |  | √ | | √ | | √ | |
|  | **Abilities and Skills**Chart, scatter chart  Description automatically generated | | | | | | | | | |
|  | Essential | | Desirable | | Application | | Interview | | Task / Observation | |
| 11 | Ability to communicate effectively with all members of the school community | | Experience of leading staff and parent meetings | | √ | | √ | | √ | |
| 12 | Ability to lead and manage an effective team, challenging and developing staff and pupils | |  | | √ | | √ | |  | |
| 13 | Ability to hold leaders and key staff to account | |  | | √ | | √ | |  | |
| 14 | Highly effective behaviour management skills: visible and ability to coach others to develop their skills in this area | |  | | √ | | √ | |  | |
| 15 | Ability to lead, motivate and inspire others and to promote a positive school ethos | |  | | √ | | √ | |  | |
| 16 | Ability to sustain improvements in attendance and reduce PA | |  | | √ | | √ | | √ | |
| 17 | Ability to identify and implement successful inclusion strategies for all children | |  | | √ | | √ | | √ | |
| 18 | Ability to plan, organise and prioritise work in order to meet deadlines | |  | | √ | | √ | |  | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 19 | **Knowledge and Understanding** | | | | | | | | |
| Essential | | Desirable | | Application | | Interview | Task / Observation | |
| Able to analyse, interpret and respond to school performance data, identifying areas for improvement. | |  | | √ | | √ | √ | |
| 20 | Excellent understanding of curriculum and pedagogical issues, including recent developments within the secondary phase with a focus on personal development | |  | | √ | | √ |  | |
| 21 | Understanding of statutory and non-statutory secondary frameworks | |  | | √ | | √ |  | |
| 22 | Understanding of innovative and creative strategies that enable children to make excellent progress | |  | |  | | √ | √ | |
| 23 | Thorough understanding of and commitment to equality of opportunity | |  | | √ | | √ |  | |
| 24 | Knowledge of safeguarding and child protection issues | |  | | √ | | √ |  | |
| 25 | Knowledge of attendance and behaviour law | |  | | √ | | √ |  | |
| **Personal skills and attributes** | | | | | | | | | |
|  | Essential | Desirable | | Application | | Interview | | | Task /  Observation |
| 26 | Able to demonstrate resilience, and willing to face new challenges with enthusiasm and positivity |  | | √ | | √ | | | √ |
| 27 | Ability to work independently and on own initiative; take responsibility for own professional development |  | | √ | | √ | | |  |

# HOW TO APPLY

## To Apply

**For further information about the role and to download an application form, please visit** [**www.valt.org.uk**](http://www.valt.org.uk) **and send your completed application with a 1500 word covering letter to:**

Mr S White, CEO,

C/O Trust HR Officer,

Whinstone Primary School

Lowfields Ave,

Thornaby,

Stockton-on-Tees.

TS17 0RJ

Or email:[vacancies@valt.org.uk](mailto:vacancies@valt.org.uk)

Applications submitted on anything other than the official application form and applications from agencies will not be accepted.

## Visits to the Trust and Schools

Candidates who wish to visit the school prior to completing their application (subject to COVID restrictions), or would like to speak to the CEO should contact the CEO’s PA, Mrs Anne Robinson, a.robinson@valt.org.uk to arrange a convenient time.

## Job Description

Details the main responsibilities for this post and the personal and professional qualities required.

## Person Specification

Sets out the criteria to be used for the shortlisting process.

Closing date:Friday 4th February 2022 at 9am.

Interview Date:Monday 14th / Tuesday 15th February 2022

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**Correspondence Address**

Whinstone Primary School,  
Lowfields Avenue,  
Ingleby Barwick,  
Stockton-on-Tees,  
TS16 0RJ

**Telephone**

01642 051020

**Email**

enquiries@valt.org.uk  
chair@valt.org.uk