



**Director of Education and Improvement**

Together we will...  
Pioneer | Inspire | Achieve | Collaborate | Create

# Welcome

Dear applicant

I would like to take the opportunity to thank you for showing an interest in this role within Venn Academy Trust.

The trust was formed in 2015 as a small but perfectly formed organisation of four schools. Since then, we have grown to 12 schools, with others interested in joining. Venn comprises of both special and mainstream academies. In September 2021, our new free school alternative provision academy, Euler, opened in Hull and New Pastures Primary School in Doncaster joined. In March 2023 Brompton Hall Special School in North Yorkshire joined the trust.

We have a strong track record of developing and improving schools; underpinned by effective central systems and school improvement strategies that lead to developing confident pupils who work hard, enjoy school and achieve significant positive outcomes.

Our expertise reflects our vision and together with the local authorities, schools and community partnerships provide outstanding support. Venn is a pioneering academy trust, where all pupils are inspired to become lifelong learners to achieve the very highest standards possible. Collaborating with all partners, the trust works with its settings to create world class learning experiences for all.

The trust has substantial proven expertise in delivering outstanding provision. This has been achieved through high quality expertise, practice and training. We have created a positive behaviour culture with clear intent on the curriculum; reinforced by our effective implementation strategies leading to successful, positive outcomes. Our special and mainstream provision is pupil focused, effectively linked into an appropriate and challenging learning programme enabling pupils to have positive progression throughout their school years. Venn is known for its expertise in supporting pupils with SEMH.

Venn is committed to being an employer of choice, enabling all employees to develop career opportunities to significantly impact on the future life chances of our students. I do hope that you consider a career with Venn and wish you all the best of luck with your application.

Together we will...

Best wishes  
Dr Simon Witham



**A unique  
family of schools  
that places a vision  
of inclusion  
at its core**

## **Our Vision and Values**

Together we will...

**Pioneer  
Inspire  
Achieve  
Collaborate  
Create**

Venn is a pioneering academy trust, committed to building educational environments where all pupils are inspired to become lifelong learners who achieve the very highest standards possible.

Collaborating with all partners, the Trust works with its unique settings to create world class learning experiences for all.

## **Our Schools**

Venn has created a shared inspirational model of leadership and a positive environment in which best practice brings schools together to deliver effective education with ground breaking results.

## **Our Services**

Venn Academy Trust offers a number of services from behaviour management and audits to continuing professional development. Venn Academy Trust has expertise in a wide range of areas to support outstanding teaching and learning and the development of a positive learning culture.

## **Our Offer**

We are committed to working with pupils and families from the Yorkshire and Humber region. Being part of a wider learning community will bring opportunities for cross academy working through a variety of school improvement projects.







Bridgeview Special School (EHCP). Pupils aged 5-12. Hull.  
 Euler Academy (SEMH). Pupils aged 5-11. Hull.  
 Griffin Primary School. Mainstream primary academy.  
 Pupils aged 3-11. Hull.  
 Mountbatten Primary School. Mainstream primary academy.  
 Pupils aged 3-11. Hull.  
 The Sullivan Centre. Medical alternative provision unit.  
 Pupils aged 11-18. Hull.  
 Venn Boulevard Centre. Alternative provision.  
 Pupils aged 10-18. Hull.  
 Thorpepark Academy. Mainstream primary academy.  
 Pupils aged 2-11. Hull.  
 Whitehouse Pupil Referral Unit. Pupils aged 5-11. Hull.  
 The Boulevard Nursery. Early years provision for children  
 entitled to 2-year-old funding. Hull.  
 Brooke Primary Academy. Mainstream primary academy.  
 Pupils aged 3-11. Doncaster.  
 Marshland Primary Academy. Mainstream primary academy.  
 Pupils aged 2-11. Doncaster.  
 New Pastures Primary School. Mainstream primary academy.  
 Pupils aged 3-11. Mexborough.  
 Brompton Hall School. Specialist education. Pupils aged 8 -18.  
 Scarborough

## Venn Academy Trust Hull Office:

The Boulevard Centre  
 The Venn Building  
 172 The Boulevard  
 Hull  
 HU3 3EL  
 01482 505030  
[info@vennacademytrust.org](mailto:info@vennacademytrust.org)

## Venn Academy Trust Doncaster Office:

Brooke Primary Academy  
 Wike Gate Road  
 Doncaster  
 DN8 5PQ  
 01405 812200  
[info@vennacademytrust.org](mailto:info@vennacademytrust.org)

## VENN ACADEMY TRUST

**Director of Education and Improvement  
Leadership 23-27 [£76,122 - £83,956]  
Working in Venn schools in South, East & North Yorkshire**

Permanent, 100%  
(Part-time would be considered for the right candidate)

Are you passionate about improving children's life chances?  
Are you looking for a new challenge?  
Do you have the skills to support colleagues to meet the needs of a diverse range of pupils?

Our Multi Academy Trust is a group of inspirational and aspirational mainstream and specialist schools in South, East and North Yorkshire whose main objective is to ensure that all pupils make exceptional progress through the development of outstanding staff.

This is a new and exciting opportunity. Working closely with the CEO and Deputy CEO, the postholder will be a key leader in the school improvement team. The growing school improvement team work to improve educational outcomes across the trust. The postholder will work with our school leaders to focus on teaching, learning and the curriculum to ensure every pupil is well supported in every lesson, every classroom, every school.

This is a fantastic opportunity for someone who has experience of successful school leadership and a proven track record for improving outcomes for all pupils, including pupils with special needs.

**We are looking for a leader who:**

- Has a proven track record of improving school leadership and classroom practice
- Is an outstanding, innovative and hard-working leader
- Has proven experience of modelling and coaching skills
- Has Ofsted / inspection experience

**We will offer you:**

- A forward-thinking Trust with staff, children and families at the heart of everything we do
- Opportunity to be instrumental in shaping the future for our schools
- Chance to be part of a dynamic team School Improvement team
- Dedicated, talented and hardworking colleagues
- A Trust where staff well-being is taken seriously.

Together we will...

Pioneer | Inspire | Achieve | Collaborate | Create

The successful candidate will work under the Director of School Improvement, but alongside Executive Headteachers and Head of Schools, supporting schools and teachers to secure high standards of teaching, learning and progress for our pupils. The postholder will be based across the sites of our Trust and partner schools.

If you want to find out more contact Amraz Ali, Director of School Improvement via Helen Turner, Trust Clerk, at [turner.h@vennacademy.org](mailto:turner.h@vennacademy.org) or on 01482 505030.

**Closing date:** Thursday 20th April 2023 at 12noon

Venn Academy Trust is committed to achieving fairness and equality in employment and welcomes applications from all sections of the community.

Our Trust is fully committed to safeguarding and promoting the welfare of pupils and expects all staff to share this commitment.

An enhanced DBS check is required for all successful applicants.

Online searches will be carried out as part of Venn Academy Trust's recruitment due diligence for all shortlisted candidates, in line with Keeping Children Safe in Education 2022.

[vennacademytrust.org](https://vennacademytrust.org)

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## JOB DESCRIPTION and PERSON SPECIFICATION

<b>Academy:</b>	Venn Central	<b>Grade:</b>	Leadership 23-27
<b>Job Title:</b>	Director of Education and Improvement	<b>Date Prepared:</b>	March 2023
<b>Reporting to:</b>	Director of School Improvement	<b>Start Date:</b>	September 2023

### DIGNITY AT WORK

To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Trust.

### PURPOSE

The Deputy Director of School improvement will work in partnership with the deputy CEO/Director of School Improvement, the CEO and the executive team to support Venn's family of schools to provide the highest quality of education and care possible. The Deputy Director of School Improvement will report and be accountable to the CEO for all school improvement matters;

- work alongside the Director of School Improvement to identify areas within the Trust's academies where improvements need to be made and implemented;
- develop effective communication channels, relationships and confidence amongst staff and leaders within each of the Trust's schools;
- develop effective plans for addressing improvement needs within each school;
- report to the Director of School Improvement and the CEO on a regular basis on progress made towards these plans;
- support the CEO and Board of Trustees to deliver the Trust's vision, values, mission and strategic plans.

The post holder will be accountable for ensuring the educational success and quality standards of all settings including: secondary, primary, special, PRU and alternative provision. The postholder will provide support and challenge to leaders by creating a culture of improvement and be an inspirational leader. You will be committed to the highest achievement for all pupils. To work as part of the School Improvement Team, providing support to schools within our Trust to secure the highest quality of curriculum, teaching and learning possible.

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The Trust's Pay Policy and School Teachers Pay and Conditions Document gives details of the role and professional responsibilities of the staff on the leadership scale. Within that framework, the Trust is seeking to emphasise the following:

## PRINCIPAL ACCOUNTABILITIES

- Exercise high profile, creative leadership to inspire and motivate staff across the Trust
- Support trust leaders to translate the strategic objectives into operational plans for the schools and the Trust
- To provide quality assurance support to allocated schools, accountable for the performance of each school
- To oversee and hold to account the deployment of members of the School Improvement Team, Heads and school leaders
- To provide school improvement capacity to identified vulnerable schools, enhancing the leadership capacity of the school, and enabling rapid and sustainable improvement
- To be part of the Executive Leadership Team, contributing to the strategic leadership and development of the school improvement team.
- Lead an identified area of the quality of education element of the Trust strategic plan
- Provide visionary and strategic leadership to all schools across the Trust
- Line management of identified members of the school improvement team or specialist leaders of education (SLEs)

All duties and responsibilities are to be carried out with regard to the School's Curriculum, Staffing, Health and Safety, Equal Opportunities, Racial Equality Policies and the Extended Schools agenda.

## QUALITY ASSURANCE

- Provide accurate quality assurance across allocated schools
- Work with head to ensure accurate tracking and monitoring of progress towards targets

This is to include the following:

- Regular school improvement visits, in line with the school's annual Venn grading, delivering consistent quality assurance and monitoring activities
- Provide appropriate challenge and support to the school leadership teams
- Ensure that school improvement priorities are appropriate and in line with the evaluation of the school
- Ensure all key strategic decisions, including staffing, are appropriate in meeting the needs of the school
- Work with school leaders to design and deliver an annual peer review for each school
- Contribute to high quality and consistent Headteacher performance management where appropriate
- Clearly identify and communicate individual school and whole Trust priorities and risks
- Ensure all key stakeholders are informed of school priorities and risks, including the Executive Leadership Team, Trustees and Governors
- Ensure all schools are 'Ofsted ready', achieving the aim that all academies secure or maintain at least a 'good rating', with the ambition to eventually become 'outstanding'
- Support and challenge high expectations for all pupils and all staff
- Effectively monitor the design and implementation of the curriculum and the quality of teaching and learning in all allocated schools, ensuring that teaching is consistently good or better and any underperformance is effectively challenged
- Work across all schools, balancing standardisation with a celebration of each school's uniqueness
- Coach, develop and grow leaders from within the organisation
- Work as part of the Executive Leadership Team, ensuring that the Trust is successfully impacting on all schools
- Support members of the School Improvement Team to provide consistent quality guidance and support as part of their targeted school improvement roles
- Share successful school improvement strategies, enabling the spread of good practice
- Work with Trustees to understand, engage and challenge school improvement activity, ensuring that all have a clear understanding of each school's performance
- Work with leaders, governors and trustees to enable them to undertake effective and accurate self-evaluation against the expectations of the Ofsted framework
- Support the identification of talent within all schools and contribute to their effective development across the schools



## SHAPING THE FUTURE

The Deputy Director of School Improvement will work with all stakeholders, particularly Heads to determine the strategic direction and development of the school. They will encourage a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all in every area.

## LEADING LEARNING AND TEACHING

The Deputy Director of School Improvement is a key role within the trust. There will be an emphasis on working with and leading colleagues towards high quality curriculum pathways for both mainstream and specialist settings; leading to improved outcomes at the end of each key stage, and in embedding exemplary inclusive practice. This will be achieved through supporting the Heads to manage all aspects of the curriculum and learning. They will liaise with the CEO and Deputy CEO to support the strategic plan for supporting the delivery of a highly effective curriculum for each school. The post holder will understand key government and national initiatives on curriculum and learning and champion these within the trust.

## DEVELOPING SELF AND WORKING WITH OTHERS

The Deputy Director of School Improvement will support trust leaders and Heads in leading, supporting, challenging and developing the staff by:

- Developing and maintaining a culture of high expectations for self and for others
- Maximising the contribution of staff to improving the curriculum and learning
- Supporting the appraisal processes of the school
- Motivating and enabling teachers to develop expertise in their respective roles through high quality continuing professional development
- Lead the ITT development within the Trust, coaching and mentoring ECTs and their mentors to ensure an excellent qualified teacher as a result
- Supporting and advising colleagues with classroom practice
- Monitor the effectiveness of curriculum implementation and impact and report the evaluation to the SLT
- Lead, manage and organise meetings as appropriate in support of the Trust's aims

**This job description may be amended at any time after discussion with the successful candidate.**



# ORGANISATION CHART

## CEO

Deputy CEO / Director of School Improvement, Chief Finance Officer (CFO), Chief Operating Officer (COO)

## Director of Education and Improvement

Executive Headteachers

Heads of School / Headteacher

School Improvement Team (Directors of Teaching and Learning, **Curriculum and Learning**, Reading and Phonics, **SEND and Inclusion**)

Teachers and School Staff

Tick relevant level for each category:

	NOT APPLICABLE	LOW	MODERATE	HIGH	VERY HIGH	INTENSE	SUPPORTING INFORMATION (IF APPLICABLE)
<b>PHYSICAL DEMANDS</b> Physical Effort and/or Strain – (tiredness, aches, and pains over and above that normally incurred in a day-to-day office environment).		x					
<b>WORKING CONDITIONS</b> Working Conditions – (exposure to objectionable, uncomfortable, or noxious conditions over and above that normally incurred in a day-to-day office environment).		x					
<b>EMOTIONAL DEMANDS</b> Exposure to objectionable situations over and above that normally incurred in a day-to-day office environment.			x				

# PERSON SPECIFICATION

The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements

TICK RELEVANT COLUMN

LIST CODE/S\*

identified as desirable are used for recruitment purposes only.

\*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation

	ESSENTIAL	DESRABLE	HOW IDENTIFIED
<b>01. Qualifications, Education and Training:</b>			
1.1 Graduate with Qualified Teacher Status	x		AF, CQ
1.2 Evidence of a commitment to on-going learning and professional development	x		AF, CQ
1.3 NPQH / NPQSL / NPQMK / SLE / AST / lead teacher accreditation		x	AF, CQ
1.4 Trained Ofsted inspector	x		AF, CQ
<b>02. Relevant Experience:</b>			
2.1 Strong record of successful leadership for example: primary, secondary, or special headship	x		AF
2.2 Successfully led a school to an outstanding in 'leadership' Ofsted judgement	x		AF, I
2.3 Have a strong track record of school-to-school support, as an NLE or LLE, which has had a demonstrable positive impact on children's attainment and progress		x	AF, I, R
2.4 Successful deployment of resources for school improvement, e.g. SLEs, with measurable impact	x		AF, I, R
2.5 Developing and motivating senior leaders to achieve success	x		AF, I, R
2.6 Have experience of leading, developing, and facilitating leadership development	x		AF
2.7 Monitoring / Coaching experience with teaches, teacher trainees, EXTs experienced teachers	X		I
2.8 Experience of innovative curriculum development and leadership		x	I
2.9 Understanding of schools in areas of high social deprivation		x	AF
<b>03. Skills (including thinking challenge / mental demands):</b>			
3.1 Exceptionally skilled in coaching, developing, and enabling others	x		AF, I, R
3.2 Strong analysis of education data (GCSEs, SATs, ASP, etc.) to inform successful target setting	x		AF, R
3.3 Ability to analyse data, present findings, and implement targeted improvements to teaching	x		I, R
3.4 Ability to manage challenging conversations & situations and deliver difficult messages	x		I, R
3.5 Ability to form and maintain appropriate professional relationships with teachers and support staff at all stages of their careers	x		AF, R, I

## PERSON SPECIFICATION

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T = Test/Assessment, P = Presentation

	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>04. Knowledge:</b>			
4.1 A knowledge and commitment to safeguarding and promoting the welfare of children and young people	x		I, AF, R
4.2 Has the knowledge and understanding of current and national issues in relation to pupil development, pupil progress and raising attainment	x		AF, I
4.3 Knowledge of the most up to date research about effective pedagogy and curriculum planning	x		I
4.4 Knowledge of tracking and target setting to target teaching and learning at individual student, cohort and whole-school level		x	AF, I
<b>05. Interpersonal/Communication Skills: Verbal Skills:</b>			
5.1 Ability to communicate effectively, both orally and in writing, to a wide range of people within the trust and school communities	x		AF, R
<b>05. Interpersonal/Communication Skills: Written Skills:</b>			
5.2 Excellent written skills/email correspondence appropriate to respondents. Good accurate report writing appropriate to requirements	x		AF
<b>06. Other:</b>			
6.1 Leads by example, setting high standards of punctuality, dress and conduct – 'can do' attitude	x		R
6.2 Resilience and determination in meeting deadlines and achieving outcomes	x		R
6.3 Ability to challenge and show tenacity	x		I,R
6.4 Clarity of thought and vision with proven ability to finish a task	x		I,R
6.5 Sense of humour (particularly under pressure)	x		I, R
6.6 Determination to promote a culture that celebrates success		x	I, R



## PERSON SPECIFICATION

The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements

TICK RELEVANT COLUMN

LIST CODE/S\*

identified as desirable are used for recruitment purposes only.

\*Codes: AF = Application Form, I = Interview,  
CQ = Certificate of Qualification,  
R = References (should only be used for posts requiring CRB's),  
T = Test/Assessment, P = Presentation

The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process

### 07. Additional Requirements:

7.1 Licence and willingness to drive between trust and partner school sites with your own transport

(Travel expenses and mileage driving expenses are paid online with trust policies)

### 08. Disclosure of Criminal Record:

8.1 The successful candidate's appointment will be subject to the Trust obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service

8.2 If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record

8.3 If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only

	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
7.1 Licence and willingness to drive between trust and partner school sites with your own transport  (Travel expenses and mileage driving expenses are paid online with trust policies)	x		I
8.1 The successful candidate's appointment will be subject to the Trust obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service	x	N/A	DBS DISCLOSURE
8.2 If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record	x	N/A	AF (after short listing)
8.3 If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only	x	N/A	AF (after short listing)