

Application Pack for Director of Primary Education

Dear Applicant

An exciting opportunity has arisen to join an established, successful and growing Multi Academy Trust. Trustees are looking to appoint a Director of Primary Education to strengthen and enhance the already substantial and successful Inspire Team.

Established in 2014, Inspire Learning Partnership is a growing group of 4 (soon to be 5) primary academies and a nursery currently operating within the New Forest and Southampton. Our vision is to relentlessly pursue excellence across our family of schools, where ethical, inspired and empowered leaders place children at the heart of everything; using their expertise and innovation to enable all to succeed.

We are a truly collaborative, values led Trust, thriving on the positive relationships and willing involvement of like-minded professionals. We are looking to recruit an individual to champion school improvement, with the insight to identify and promote best practice, and the courage to challenge our schools to improve even further, by leading partnership working to drive standards and raise achievement across the Trust's academies and within the wider system leaders' network.

This new role is an exciting opportunity for an exceptional and inspirational primary school improvement professional who has the aspiration, integrity and ability to help support the ongoing improvements across the Trust's academies.

We are looking for a Director of Primary Education who shares our values and who has the drive and resilience to achieve our strategic vision. They will be committed to implementing educational excellence in our academies, supported by the CEO, the Trust Strategic Leadership Team and a committed Board. I hope you share our sense of excitement at the opportunities that lie ahead to further build and grow our successes.

Thank you for your interest in the position of Director of Primary Education at Inspire Learning Partnership.

This is an exciting and very rewarding role and we look forward to receiving your application.

Yours faithfully



Claire Lowe
Chief Executive Officer



- Welcome Letter
- Copy of the Advertisement
- Inspire Learning Partnership Vision
- Job Description
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- How to Apply



Advertisement

Director of Primary Education

Job title: **Director of Primary Education**

Required: **September 2022 or earlier**

Location: **Trust Wide**

Salary Range: **Leadership Spine L28- L32 - £81,942 – £90,379**

Hours: **Permanent / Full Time**

Job Purpose

Are you looking for the next step in your career? Do you have a passion for transforming lives and building futures of children?

Inspire Learning Partnership are seeking to appoint a strategic, research informed and highly motivated Director of Primary Education to join our team from September 2022, or sooner.

At this key time in the Trust's development, we require an ambitious and determined individual to provide strategic leadership, develop a talent strategy and hold overall accountability for standards and quality within our Trust academies.

For further information and to apply for this position please visit our website at www.ilpartnership.org

Closing date: **Wednesday 16th February 2022 at midday**

Shortlisting : **Thursday 17th February 2022**

Interviews: **Wednesday 2nd March January 2022 and Friday 4th March 2022**

If you would like a conversation about this post then please call Julie Broomfield, Executive Assistant at Inspire Learning Partnership on 02380893132 or email recruitment@ilpartnership.org

Inspire Learning Partnership is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS disclosure.

Inspire Learning Partnership is committed to safeguarding the welfare of its students and the successful applicant will be subject to an enhanced Disclosure and Barring Service certificate and checks of the relevant barred list / prohibition lists.



Mission, Vision and Values

Inspire Learning Partnership is committed to **Transforming Lives and Building Futures** of all.

- We are compelled by a strong moral purpose to support and develop all children and staff within a family of schools to ensure that children make rapid progress and achieve success.
- We offer environments of the highest quality to empower learners and create endless possibilities in ways which we meet the needs of all.
- We provide an innovative and secure infrastructure to free staff to focus on teaching and learning and to give the flexibility to ensure rapid response to addressing needs.
- Staff take responsibility for their own learning and engage in professional development and evidence-informed practice to improve the educational experience for all children.



Vision

To develop excellence across our family of schools, where ethical, inspired and empowered leaders place children at the heart of everything; using their expertise and innovation to support all to succeed.

Our Values

Innovation - Risk taking to harness creativity.

Nurture - Growing within a framework of core and support.

Success - Achieving our personal best.

Passion - Compelling enthusiasm for learning.

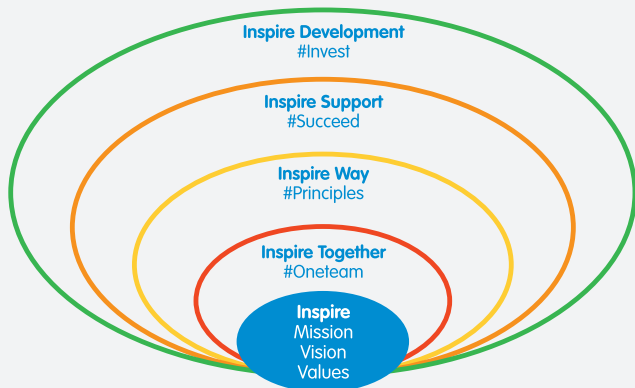
Integrity - Demonstrating a strong moral purpose through trust, tolerance and respect.

Responsibility - Accepting accountability for ourselves and our actions.

Excellence - Aspiring to achieve the extraordinary.



About our Trust and our Strategic Pathway



Transforming Lives, Building Futures

Inspire Together

'I work in one school context but my commitment is to all the Trust's children and their achievements within our family of schools.'

Children's educational experience is precious and schools within the family are driven by the same moral purpose of serving, supporting and developing all children to make rapid progress and achieve success. We celebrate the individuality of our schools and at the same time we use our combined strengths to build futures together and transform lives. We know our effectiveness increases when we use the positive influence of the Trust family to improve children's life chances. Our Trust family and partnerships enables transformation beyond that of an individual school.

Inspire Way

'I am clear about the way we do things in our Trust and I know the part I play in improving children's lives. I am committed to my school and the Trust in equal measure.'

The Trust schools share the aim of raising the educational outcomes of all children in the Partnership. We have a clear, coherent purpose with children at the heart of all we do. Strong relationships within and across schools are important to success, together with everyone understanding and modelling the Trust's guiding principles. All systems, structures and frameworks are underpinned by ethical practice. The individuality of each school is recognised and creativity, skills and expertise are drawn together for all learners to benefit and to relentlessly pursue excellence. The Inspire Way is all about children achieving success and being excited, inspired and prepared for their future learning.

Inspire Support

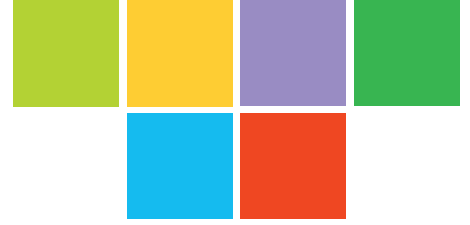
'The power of school improvement is using expertise that is closely matched to need.'

The Trust knows its schools well and deploys staff and resources efficiently and effectively to address needs. Developing people and playing to strengths means that learning is characterised by endless possibilities, giving children a growing sense of awe and wonder about their world. The power of the Trust is that staff prioritise standards, safeguarding and stakeholders and they work within a secure central infrastructure which sustains the focus on the core business of teaching and learning. The Trust is outward-looking and builds partnerships and joins networks that add value to the Trust's core vision and mission.

Inspire Development

'I am given opportunities to develop my knowledge, skills and expertise. I am motivated by the possibilities I have to research the different ways I can influence children's learning.'

The Trust's culture is one of irresistible learning with an expectation that all staff are evidence-informed and curious about what works and what does not. One size does not fit all and that is why we shape development around individual needs. Being part of the Trust and a larger learning community increases the opportunities and resources for individual growth and development as well as the realisation of career aspirations. We want staff to positively influence the future of the Trust. We are proactive about finding the resources and techniques to improve learning, including the use of technology which is used to both evaluate what works and to deliver training and development.



Job Description

Director of Primary Education

Job Title: **Director of Primary Education**

Required: **September 2022 or earlier**

Location: **Trust Wide**

Salary Range: **Leadership Spine L28 - L32 £81,942 - £90,379**

Hours: **Permanent / Full Time**

Job purpose including main duties and responsibilities:

In addition to the Conditions of Employment for Headteachers laid down in the most recent version of the School Teachers' Pay and Conditions Document:

To provide strategic leadership and hold overall accountability for direction, standards achieved and the quality of education in our Trust Primary Academies to:

- Provide the leadership which enables our Trust to provide high quality education for all its pupils through the effective and efficient use of resources and people.
- Build system-wide leadership capacity at all levels through actively developing the quality of primary education through leading teaching and learning.

Ethics and Professional Conduct

As a senior executive leader in our Trust the Director of Primary Education is expected to demonstrate consistently high standards of principled and professional conduct. They should always uphold and demonstrate The Principles of Public Life (The Nolan Principles).

The Director of Primary Education is responsible for upholding public trust in our Schools and the Trust as a whole and should maintain high standards of ethics and behaviour. The Director of Primary Education should serve in the best interests of the Trust's pupils, conducting themselves in a manner compatible with their influential position in society.

Key accountabilities:

1. Quality of Education
 - Leading teaching and learning and standards
 - a. Tackle educational inequality, upholding and securing ambitious educational and behavioural standards for all pupils; robustly tackling underperformance at all levels.
 - b. Champion and support the most disadvantaged and those with additional and special educational needs and disabilities within a safe and secure environment to ensure they consistently have the very best educational opportunities.
 - c. Enable the Trust to establish and sustain a broad, rich and coherent curriculum entitlement for all pupils, supported by effective curricular leadership and delivered through high quality teaching in all the academies.
 - d. Ensure that there is high quality, expert teaching in all academies built on an evidence-informed understanding of effective teaching and how pupils learn.
 - e. Ensure rigorous and robust school and trust wide self-evaluation and that priority areas for improvement are identified and all staff work rigorously to address them.
 - f. Lead teacher research across the trust enabling the Academies to engage with appropriate evidence-based strategies for improvement ensuring their precise implementation, their impact rigorously evaluated and those that are successful are developed across the Trust.
 - g. Establish and co-ordinate CPD across the trust so expertise is shared and talent grown.
 - h. Develop and sustain effective networks within the trust and wider educational community so they positively impact of attainment and progress of all learners/pupils.



Job Description

2. Developing self and working with others

- a. Ensure the development of, and maintain effective strategies and procedures for staff induction, professional development, and performance review;
- b. Promote and maintain a culture of high expectations for self and others;
- c. In partnership with the CEO, directly line manage all Primary academy Principals across the Trust.
- d. Ensure effective planning, allocation, support and evaluation of work of teams and individuals;
- e. Regularly review their own practice, set personal targets and take responsibility for their own development.

3. Managing the organisation

- a. Ensure evidence-based improvement plans and policies to promote continuous improvement;
- b. Recruit, retain and deploy staff appropriately.

4. Accountability and Governance

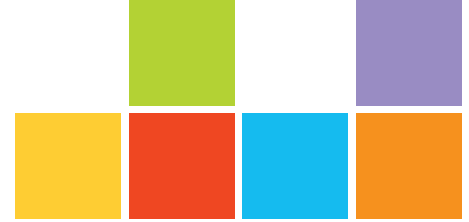
- a. Promote a culture of accountability that is recognised and accepted as an essential element of improvement at all levels and across all aspects of the academies.
- b. Understand the role of relevant regulatory bodies and ensure the local boards and the Primary academies respond to their requirements.
- c. Understand and welcome the role of effective Trust governance, upholding the obligation to give account to the Education Standards Committee.
- d. Present a coherent and accurate account of the performance of all academies as appropriate in a form appropriate to a range of audiences.
- e. Ensure that Principals and all staff recognise that they are accountable for the success of the academies and Inspire Learning Partnership.
- f. Ensure that parents and pupils are well informed about the curriculum, attainment and progress, and about the contribution that they can make to achieve the Academies targets for improvement.

- g. Monitor safeguarding policies and procedures as appropriate, be the Safeguarding Lead for the Trust.
- h. Provide advice and support to Principals liaising with the local authority and working with other agencies as necessary in order to ensure child protection concerns are dealt with promptly and effectively.

5. System Leadership and civic responsibility

- a. Promote and enable ways in which the academies and their local boards engage meaningfully with their communities and are responsive and accountable to them.
- b. In line with the Trust's civic role, work with civic partners and stakeholders in the local area to contribute to the Public Good, ensuring the value of the child and coherent public service for children and families.
- c. Foster and engage in the collective leadership of the sector building a strong local system for our schools to address disadvantage and improve the quality of education for all pupils.





Person Specification

Job Title: Director of Primary Education		
Establishment or team – Trust Primary Academies		
Requirements	Essential (E) or Desirable (D)	To be identified by: Application Form (AF) Interview (I) Reference (R)
Qualifications		
Qualified Teacher Status with a successful NQT year completed.	E	AF
Degree or equivalent.	E	AF
National Professional Qualification of Headship.	D	AF
Evidence of continuing professional development.	E	AF
Experience		
Significant experience as a Headteacher/Principal (at least 4 years) with a sustained record of school improvement.	E	AF/I/R
Proven impact of improvement in challenging schools.	E	AF/I/R
Experience of Executive Headship and/or supporting another Headteacher.	D	AF/I/R
Experience of developing partnership and learning between academies/schools.	E	AF/I
Experience of the effective management of funding and resources.	E	AF/I
Evidence of successfully researching, leading and sustaining educational initiatives.	E	AF/I/R
Evidence of impact of above initiatives.	E	I/R
Evidence of effective appointment and personnel management.	E	A/I/R
Experience in more than one school as a Headteacher/Principal	E	AF/R
Knowledge and understanding of		
The mission vision and values of ILP Academy Trust and the role of the ILP vision and values in achieving the Trusts' aims.	E	AF/I
Statutory education frameworks, including Trust governance.	E	AF/I
Ways to build, communicate and implement a shared vision across a number of academies.	E	AF/I
Leading change, creativity and innovation.	E	AF/I
New technologies, their use and creative impact.	E	AF/I
Strategies for communication, both within and beyond the academies.	E	AF/I
Models of teaching and learning.	E	AF/I
Models of attendance and behaviour management.	E	AF/I
Strategies for combatting the effects of disadvantage.	E	AF/I
Strategies for ensuring inclusion, diversity and access.	E	AF/I
Child protection and safeguarding procedures.	E	AF/I

Person Specification

Curriculum design and management across a number of academies.	E	AF/I
The self-evaluation process and its role in driving continuous improvement.	E	AF/I/R
Strategies to promote individual, team and organisational development.	E	AF/I
Building and sustaining a learning community across a number of academies/schools.	E	AF/I
The impact of change on organisation and individuals.	E	AF/I
Legal issues relating to managing an academy, including equal opportunities, race relations, disability, human rights and employment legislation.	E	AF/I
The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of academy life, including challenging poor performance.	E	AF/I
Models of academy, home, community and business partnerships.	E	AF/I
The work of civic partners other agencies and opportunities for collaborations.	E	AF/I
Leadership Skills		
Ability to develop and maintain a clear vision and lead others to plan and deliver it.	E	AF/I/R
Ability to articulate this vision to diverse audiences.	E	AF/I/R
Ability to establish successful relationships at all levels and have good communication skills both verbal and written.	E	AF/I/R
Commitment, drive and the ability to achieve the highest standards and best practice across all aspects of the academy.	E	AF/I/R
Ability to cultivate a team ethic (ILP Pathway).	E	AF/I/R
Ability to lead, co-ordinate and delegate.	E	AF/I
Other (including special requirements)		
Experience of working with the Research Schools Network or similar organisation.	D	AF/I/R
Commitment to Health and Safety.	E	I



Person Specification / How to Apply

10 personal qualities needed for leadership roles in the ILP

1. To demonstrate **passion** and commitment to secure excellent outcomes for all children.
2. To demonstrate eternal optimism and resilience through **innovative**, courageous and committed leadership.
3. To show recognition of the **responsibility** to inspire and lead others with **innovative** practice and high expectations.
4. The **integrity** to lead others, demonstrating an unwavering commitment to pursue **excellent** outcomes for all children.
5. A high level of **emotional intelligence** in order to develop good relationships and **nurture** staff in maintaining the highest standards.
6. To model **excellence** through effective modelling of time management.
7. A secure **emotional intelligence** to ensure stressful or pressurised situations are met calmly and confidently.
8. The **integrity** to pause and reflect before making important decisions.
9. To be proactive in contributing to the **success** of the school by responding positively to and delivering constructive feedback.
10. To recognise the **responsibility** to lead and inspire others through delegation and altruistic collaboration.

How to apply

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