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V E N N

ACADEMY TRUST

## **Director of Primary Leadership 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





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)



**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, and beyond. Being part of a wider learning community will bring opportunities for cross academy working through a variety of school improvement projects.



## VENN ACADEMY TRUST

**Director of Primary Leadership and Improvement  
Leadership 12-16 [£58,105 - £64,224]  
Working with 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 school improvement team the postholder will play a key role supporting and challenging leaders to improve outcomes for pupils. Together with our school leaders the postholder will be a partner in the school improvement process. Ensuring that leaders 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 successful school leadership and classroom practice
- Is an outstanding, innovative and hard-working leader
- Has proven experience of modelling and coaching skills.

### **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...

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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) on 01482 505030.

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

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.

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## JOB DESCRIPTION and PERSON SPECIFICATION

<b>Academy:</b>	Trust Wide	<b>Grade:</b>	Leadership 12-16
<b>Section:</b>	School Improvement Team Director of Primary	<b>Date Prepared:</b>	March 2023
<b>Job Title:</b>	Leadership and Improvement	<b>Reporting to:</b>	Director of School Improvement

### 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

To lead on the development of leadership and school improvement in Trust primary schools and settings.  
To implement appropriate support packages to achieve rapid and sustained improvement of primary schools within agreed timescales.  
Raise levels of achievement and secure improved pupil outcomes in each school through the effective monitoring, challenge, support or intervention (MCSI) of schools.  
Lead on a specific trust-wide responsibility.  
To contribute to the development, growth and marketing of the Trust and its schools as required.

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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:

## SHAPING THE FUTURE

To work with the CEO / DCEO and the Trust Board to develop a strategic vision for the Trust and work with partners to analyse and plan for the future needs and further development of the schools within the local, national and international context, by:

1. Support schools in line with Trust strategic improvement plan and school improvement model.
2. Support the Trust vision and values for all pupils to be the best they can be.
3. Working within agreed time allocations, ensuring schools set appropriate improvement priorities, that your work supports delivery of these priorities and that leaders commission appropriate additional input to drive rapid improvements.
4. Through proactive school visits, identify schools that cause performance and standards concerns, validating leaders' judgements and contributing to the Trust's systems for monitoring progress.
5. Work alongside colleagues to advise and challenge school leaders and governing bodies to ensure improvement plans are comprehensive and that changes are effectively implemented.
6. Support the leadership and staff of all schools within the Trust achieve significantly higher attainment in all pupil groups and 'close the gap' with vulnerable groups to ensure children are afforded equality in education.
7. Support schools to identify and commission appropriate high-quality training and consultancy support to improve the quality of education.
8. Lead on a key area of school improvement, being the "specialist" in this area for the Trust, developing and delivering commissioned training and support in this aspect of primary provision.
9. Report directly to the CEO and DCEO to ensure that timely and accurate information is available to Governors and Trustees.
10. Design and deliver good quality, evidence-based training and resources as required to achieve annual performance targets.
11. Be available to work across Trust schools in and around Yorkshire.
12. Contributing to the educational vision, direction and ethos that secures effective teaching and successful learning and achievement by pupils, preparing them for the opportunities, responsibilities and experiences of adult life.
13. Ensuring through day-to-day management that the vision for each school is clearly articulated, shared, understood and acted upon effectively by all.
14. Leading curriculum development and innovation, ensuring creativity and the use of appropriate technologies to achieve excellence.

## SECURING ACCOUNTABILITY

To be accountable for the efficiency and effectiveness of the schools to the CEO / DCEO and Trust Board; and to engage in the systematic and rigorous self-evaluation of the work of the Trust, collecting and using a rich set of data to understand the strengths and weaknesses of the Trust and its schools and combining the outcomes of regular school review with external evaluations in order to develop the Trust by:

1. Working closely with the Executive Headteachers, Heads of School and Governors by providing information, objective advice and support that enables the schools to meet its responsibilities for securing effective curriculum planning and teaching and learning to improve standards of achievement and for achieving efficiency and value for money.
2. Contributing to the Trust's ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility and accountability for outcomes.
3. Reporting to the CEO / DCEO and Trustees on the discharge of the functions and the affairs of the schools.
4. Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigors review and evaluation in keeping with performance management review timelines.



5. Using a range of evidence, including national data and the schools' own performance data, to support, monitor, evaluate and improve aspects of the schools' life, including challenging any poor performance.
6. Maintain quality assurance systems, including school reviews, self-evaluation and performance management and presenting a coherent and accurate account of the schools' performance to a range of audiences to enable them to play their part effectively.
7. Ensuring that parents and pupils are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the schools' targets for improvement.


## STRENGTHENING COMMUNITY

To recognise and take account of the richness and diversity of each school's community; to contribute to a dialogue that builds partnerships and community consensus on values, beliefs and shared responsibilities; and to listen to, reflect and act on community feedback and build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils by:

1. Ensuring the provision of a range of community-based learning experiences.
2. Working in partnership to provide academic, spiritual, moral, social, emotional and cultural wellbeing of pupils and their families.
3. Contributing to the communication flow with the wider community to build upon all stakeholders' confidence and understanding of the Trust and its school.
4. Ensuring that Trust schools promote effective links with their local community and continue the development of close liaison with other local primary and secondary schools.
5. Contributing to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
6. Co-operating and working with relevant agencies to protect and safeguard pupils.
7. Maintaining a wholly inclusive environment whereby all pupils, including those with physical or learning difficulties, can be welcomed and supported appropriately.
8. Maintaining an effective partnership with parents and carers to support and improve pupils' achievement and personal development.

## MANAGING THE ORGANISATION

To contribute to the day-to-day operation of the Trust to meet specific objectives. To work with the CEO / DCEO and contribute to the Trust's strategic plan and financial context, making professional, managerial and organisational decisions based on informed judgments; to sustain appropriate structures and systems, delegating management tasks and monitoring their implementation, and prioritising, planning and organising self and others; and to think creatively to anticipate and solve problems, by:

1. Working with leaders to managing the organisation of each school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
  2. Working with leaders to produce and implement clear, evidence-based improvement plans and policies for the development of each school and its facilities.
  3. Managing the schools' financial and human resources in keeping with financial regulations and Best Practice in order to ensure effectiveness and efficiency in achieving the school's educational goals and priorities.
  4. Ensuring that policies and practices take account of national and local circumstances, policies and initiatives.
  5. Working with leaders to recruit, retain and deploy staff to achieve the vision and goals of their school.
  6. Working with the leaders on appropriate priorities for expenditure, allocating funds and ensuring effective administration and control.
  7. Undertaking responsibilities as defined in Health and Safety Policies and ensure that appropriate risk assessments are undertaken.
  8. Undertaking responsibility for promoting and safeguarding the welfare of children and young persons.
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## DEVELOPING SELF AND WORKING WITH OTHERS

To work alongside the CEO / DCEO to lead, motivate, support, challenge and develop individuals and teams; and to foster an open, fair, equitable culture, treating people with dignity and respect to create and maintain a positive school culture, by:

1. Maximising the contribution of staff to improve the quality of education provided and standards achieved and ensuring that constructive working relationships are formed between staff and pupils.
2. Working with school leaders on planning, allocating, supporting and evaluating work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service.
3. Working with leaders to ensure there are effective systems for staff induction, professional development and the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement.
4. Working with leaders to ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status and standards for induction.
5. Challenging, influencing and motivating others to attain high goals, maintaining a culture of high expectations for self and for others, acknowledging and celebrating the achievements of individuals and teams and taking appropriate action when performance is unsatisfactory.
6. Collaborating and networking with others beyond the Trust.

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



# 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	DESIRABLE	HOW IDENTIFIED
<b>01. Education, Qualifications &amp; Experience</b>			
1.1 Graduate with qualified teacher status	X		AF
1.2 Minimum of five years teaching experience in a primary school with at least 2 years at senior leadership level (Headteacher or equivalent)	X		AF
1.3 Recent appropriate Continuous Professional Development	X		AF
1.4 Able to successfully demonstrate their impact in school improvement	X		AF/I/R
1.5 Successful experience of change management	X		AF/I
1.6 Experience of leading a team	X		I/R
1.7 NPQH		X	AF
<b>02. Knowledge, Skills &amp; Understanding:</b>			
2.1 Has the knowledge and understanding of current and national issues in relation to pupil development, pupil progress and raising attainment	X		AF/I/R
2.2 Knowledge of tracking and target setting to raise attainment at individual pupil cohort and whole-school level	X		I/R
2.3 Ability to analyse data, present findings and implement improvements	X		I/R
2.4 Ability to communicate effectively, both orally and in writing to a range of audiences	X		AF/I
2.5 Proven record of improving standards of teaching and learning in current role	X		AF/I/R
2.6 Proven administrative and organisational skills and financial understanding	X		AF
2.7 Proven ability to motivate and inspire pupils and colleagues	X		AF/R
2.8 Excellent IT skills	X		AF
<b>03. Professional Expertise:</b>			
3.1 Outstanding classroom practitioner with experience of encouraging and developing excellent classroom practice in others	X		AF/R
3.2 Ability to manage and address whole school issues	X		AF/I/R
3.3 Able to lead staff to improve discipline and effectively promote good order and discipline		X	AF
3.4 Proven coaching and mentoring skills	X		AF
3.5 Ability to cater for pupils with a range of Special Educational Skills	X		AF

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	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>04. Monitoring, Evaluation &amp; Review and Accountability</b>			
4.1 Is able to evaluate and review progress and evaluate and implement change as necessary	X		I/R
4.2 Experience of school self-evaluation and developmental planning procedures	X		AF
4.3 Proven experience of leading staff appraisal processes, holding staff to account, monitoring performance and dealing effectively with underperformance	X		I/R
<b>05. Other Professional Requirements:</b>			
5.1 Proven experience of working with all stakeholders' parents, external agencies and the wider community	X		AF/R
5.2 The ambition to cultivate a collaborative learning culture	X		I
5.3 Leads by example setting high standards of punctuality, dress and conduct	X		R
5.4 Clarity of thought and vision with proven ability to finish a task	X		AF
5.5 Sense of humour (particularly under pressure!)	X		I
5.6 Desire to develop professionally beyond this post	X		AF/I
5.7 Demonstrate commitment to safeguarding the welfare of pupils and young people	X		AF/I/R
5.8 Able to demonstrate significant school improvement and share an understanding of system leadership	X		AF/I
5.9 Track record of successful partnership working	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

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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

### 06. Additional Requirements:

### 07. Disclosure of Criminal Record:

7.1 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 (if ticked as an essential requirement)

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

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

ESSENTIAL

DESIRABLE

HOW IDENTIFIED

X

X

N/A

DBS DISCLOSURE

AF (after short listing)

AF (after short listing)

