



Director of School Improvement Application Pack

November 2023

EMMAUS
CATHOLIC MAC
Our journey with Christ

Welcome from the Chair of the Board and Catholic Senior Executive Leader (CEO)

Dear Applicant

Thank you for your interest in the role of Director of School Improvement. This is a key role for us and will involve the person appointed in the strategic leadership of education improvement across our Multi Academy Company, with a particular focus on Primary-phase Quality of Education. The successful candidate will also be a member of the MAC Executive Leadership Team and play a major part in the development and implementation of strategy across the whole spectrum of our activities.

Since Emmaus Catholic MAC (formerly known as St Nicholas Owen) was formed in 2014, we have experienced growth and expect to grow again over the coming months/years. We currently have 1 Catholic secondary school and 9 Catholic primary schools, however, in line with the Archdiocesan vision, there are plans for us to grow to 18 schools: 2 secondaries and 16 primary schools.

We are looking to appoint our first Director of School Improvement to support our current schools and those which join us in the future. This is a fantastic opportunity to join our growing family and have a positive impact on the outcomes of our pupils.

The Catholic Senior Executive Leader (CEO) is the line manager of this post and has ultimate direct responsibility for educational standards and performance across all our schools including teaching, learning, curriculum and the development, progress and attainment of students within the MAC. She looks forward to working with someone who fully supports and champions the mission, vision and values of the MAC. We are looking for someone who will be clear in their own thinking and who is a 'self-starter'. We need a leader who has the highest of standards and who can bring an inspectors' eye to school standards.

Our Principals are very eager to work with a new Director of School Improvement with the authority that comes from an impressive personal track record of improvement at scale: someone who has had a real impact on the quality of education children receive in school.

As Director of School Improvement, you will report to and have the opportunity to work closely with the Catholic Senior Executive Leader (CEO) to build on the existing foundation of quality education and drive sustained improvement across our schools. Our aspirations are big. We want to support our schools further, enable wider collaboration and welcome more Catholic schools into our MAC.

School improvement and research-based approaches are what drives us forward. Emmaus Catholic MAC is collegiate in approach and does not, at the current time, advocate a centralist curriculum, although our schools are increasingly choosing to adopt common

approaches in many areas, thus sharing best practice and reducing workload. Schools are encouraged to maintain a unique identity, but quality assurance and compliance are vital, as are challenge, support, and accountability.

We hope that you are interested and decide to apply. In the pack you will find the advertisement, the job description and person specification. If you wish to discuss the role informally with the Catholic Senior Executive Leader prior to making an application or visit one of our schools, please contact Kerry-Ann Holden, Executive Assistant to the CSEL (CEO): kholden@emmausmac.com

We look forward to receiving your application **by Monday 18th December 2023**. When completing the CES Senior Leader Application Form, please ensure that you read the Notes to Applicants carefully: you should ensure that your supporting statement is clear and concise and does not exceed 1,300 words. Please refer to the Job Specification when writing your supporting statement, as it will be closely assessed against each of the criteria in that specification. Interviews are planned for **16th and 17th January 2024**.

We look forward to hearing from you.

Joanna Griffin
Chair of the Board

Suzanne Horan
Catholic Senior Executive Leader (CEO)

Job Description

Job Title:	Director of School Improvement
Indicative Salary Range (ISR):	L13 – L25 (a 7-point scale in the range of L13 – L25 dependent on the candidate’s experience)
Accountable to:	Catholic Senior Executive Leader (CEO)
Accountable for:	School Improvement
Working With:	Emmaus MAC Central Executive Team, Board of Directors, Local Governing Bodies, colleagues, pupils and staff in Emmaus schools, other external partners/agencies

1. Introduction:

This appointment is with the Board of Directors of the Multi Academy Company under the terms of the Catholic Education Service contract signed with the Board of Directors as employers.

The Board of Directors will appoint a person who fully supports the ethos of the Catholic Church and who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of school improvement in Emmaus MAC schools.

The appointment is subject to the current conditions for Senior Leaders contained in the School Teachers’ Pay and Conditions document and other current education and employment legislation.

This post will be paid on a 7-point scale of the leadership scale between L13 and L25, dependent on the experience of the successful candidate.

In carrying out their duties, the Director of School Improvement shall consult, where appropriate, with the Catholic Senior Executive Leader (CEO), Board of Directors, the Diocese, the staff of the schools, the parents of its pupils and the parish/es served by the school(s).

The postholder’s normal place of work is at the MAC Central Office, our Emmaus schools or at any other premises used from time to time by the MAC. The postholder will have an office at the MAC Central Office but will be required to work in our schools on a daily basis or as directed by the Catholic Senior Executive Leader. This post will form part of the Emmaus Catholic MAC Executive Leadership Team contributing to the strategic leadership and development of education across the MAC.

This job description may be amended at any time, following consultation between the Catholic Senior Executive Leader (CEO) and the postholder and will be reviewed annually.

2. Scope:

The role is MAC-wide. In collaboration with and directed by the Catholic Senior Executive Leader, the post holder will be responsible for leading on the strategy and delivery of the school improvement function in Emmaus MAC primary schools but will liaise with the School Improvement Partner (secondary) to ensure that the secondary school improvement offer is of equal high quality and coherent with the MAC strategy.

3. Core Purpose of the role:

In collaboration with and directed by the Catholic Senior Executive Leader, the core purpose of the Director of School Improvement is to provide effective system leadership to bring about consistent improvement across Emmaus Catholic Multi Academy Company schools in order to achieve the very best outcomes (better progress than that achieved nationally) for pupils. This involves ensuring that Principals and other leaders establish high quality education by effectively managing the curriculum and teaching and learning to realise the potential of all pupils and establish a culture that promotes excellence, equality, and high expectations of all pupils.

This will include ensuring that:

- Emmaus schools promote and safeguard the welfare of all children, enabling every child, whatever their background or circumstances, to have the support they need to develop fully as persons and to recognise their own dignity and the dignity of others as children of God.
- Emmaus schools provide high quality teaching and learning that leads to successful outcomes for pupils in terms of spiritual and moral growth, achievement, attitudes to learning, behaviour and personal development.
- In Emmaus schools, all statutory requirements in relation to school improvement are met and the work of the schools is effectively monitored, evaluated, and reviewed.

4. Key Areas of Responsibility:

4.1 Creating the Vision for School Improvement

The 'preferred future', expressed in the strategic vision and development of Catholic MACs and schools, stems from the educational mission of the Church, which is reflected in a MAC/school's mission statement and improvement plan.

The Director of School Improvement, working with the Catholic Senior Executive Leader (CEO), the Board of Directors, Principals, Local Governing Bodies, and others is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan for school improvement within and across Emmaus Catholic MAC. The vision should explore Gospel values, moral purpose and be inclusive of stakeholders' values and beliefs.

The Director of School Improvement will model, support and champion the Emmaus Catholic MAC mission, vision and values in all aspects of their work, simultaneously ensuring that the mission, vision and values of each school are aligned with those of the MAC.

The strategic planning process is critical to sustaining school improvement and ensuring that Emmaus Catholic MAC schools move forward for the benefit of our pupils. Together with the Catholic Senior Executive Leader (CEO), the Director of School Improvement will ensure that the Emmaus Catholic MAC vision for school improvement is clearly articulated, shared, understood and acted upon by all.

4.2 Leading Quality of Education including Teaching and Learning

In a Catholic MAC the search for excellence is expressed in learning and teaching, which responds to the needs and aspirations of all its pupils and acknowledges their individual worth as children of God. In collaboration with, and as directed by the Catholic Senior Executive leader (CEO), the Director of School improvement will work with Emmaus Principals and leaders to ensure that they raise the quality of curriculum and teaching and learning for pupils' achievement. This implies enabling pupils to achieve their God-given potential, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful MAC-wide learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

4.3 The Self-Improving MAC System and Working with Others

In a Catholic MAC the role of the Director of School Improvement is one of system leadership of a learning community rooted in faith. The Director of School Improvement's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God.

The Director of School Improvement must manage themselves and their relationships well. Being a system leader is about building a professional learning community, which enables others to achieve their potential as a child of God. Through effective continuing professional development practice, the Director of School Improvement should support and challenge all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and range of leadership skills and actions required of them, the Director of School Improvement should be committed to their own continuing professional development.

Actions

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive MAC-wide school improvement culture consistent with the Catholic ethos of the MAC and its mission.
- Develop the reputation of the MAC and schools locally, regionally, and nationally.
- Build a collaborative learning culture within and beyond the MAC and actively engage with other MACs and Trusts to build effective learning communities.
- Ensure that MAC-wide planning takes account of the diversity, values and experience of every school and its wider community.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Foster an ethos of support and challenge schools to improve pupil and staff performance ensuring that challenging school targets are set and met.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Develop strategies to manage own workload and that of others to allow an appropriate work/life balance and enhance wellbeing.

4.4 Strategic Leadership and Development

Actions

- Work with the Catholic Senior Executive Leader (CEO) to strategically plan and manage the delivery of the MAC school improvement offer, including any work involving consultants and education advisors.
- Work alongside the Catholic Senior Executive Leader (CEO) and, as directed, support the growth of the MAC, through engagement in LGB and consultation meetings and completion of effective due diligence.
- In collaboration with, and as directed by the Catholic Senior Executive Leader (CEO) and HR, develop and deliver MAC wide succession planning, talent spotting and continuous development programmes, investing in our staff to enhance the quality of provision across our MAC.
- Engage with key stake holders, as requested by the Catholic Senior Executive Leader (CEO), e.g. Regional Director, DfE, Ofsted, DES.
- Develop, coordinate and lead MAC-wide networks (including subject networks) and a shared culture that enables staff at all levels to work collaboratively, identify and develop joint best practice, celebrate success, accept responsibility for outcomes and offer school to school support.

- In collaboration with, and as directed by the Catholic Senior Executive Leader (CEO) develop, coordinate and implement a consistent EdTech strategy across the MAC to enhance teaching and learning and improve pupil outcomes.
- Further develop MAC-wide systems and procedures to support teaching and learning.
- In collaboration with, and as directed by the Catholic Senior Executive Leader (CEO), develop and refine efficient and informative reporting of schools' performance and quality assurance findings, appropriate for the different audiences which require information.
- Keep abreast of developments locally, regionally and nationally, attending relevant meetings and CPD.
- Contribute to the development of MAC policies and procedures.
- Work with the Catholic Senior Executive Leader (CEO) to ensure the MAC is successfully impacting on all schools.

4.5 School Improvement

Actions

In collaboration with and as directed by the Catholic Senior Executive Leader, lead quality assurance and school improvement work across the MAC to include the following:

- Provide school improvement capacity to schools, enhancing the leadership capacity of the school and enabling rapid and sustained improvement.
- Work across all schools, balancing standardisation with a celebration of each school's uniqueness.
- Full day visits to schools, delivering consistent quality assurance and monitoring activity.
- Respond speedily to address underperformance in any of the MAC schools.
- Provide appropriate challenge and support to school leadership teams.
- Through quality assurance activity, clearly identify and communicate individual school and whole MAC priorities and risks, also advising and supporting to ensure that school improvement priorities are appropriate and in line with the evaluation of the school.
- Ensure that all schools are "Ofsted and Catholic School Inspection ready" and that self-evaluation is rooted in sound evidence of impact.
- Effectively monitor the quality of teaching and learning in all schools, ensuring that teaching is consistently good or better and any underperformance is effectively challenged and supported.
- Coach, develop and grow leaders from within the organisation.
- Broker and monitor any targeted system leadership or external school improvement to respond to the priorities identified in each school, especially any 'at risk' schools.
- Identify, model and share successful school improvement strategies to enable good practice to be spread across all schools.
- Support the identification of talent within all schools and contribute to their effective deployment across the MAC.
- Support the growth and development of Principals and senior leadership teams including designing and delivering induction and CPD programmes.
- Lead briefings and training on school improvement, Ofsted and CSI inspection and other accountabilities.
- Be accountable for improvements in MAC schools.
- Encourage and promote innovation in educational provision through enquiry-led practice, ensuring that the schools can meet changing needs and requirements.
- In collaboration with, and as directed by the Catholic Senior Executive Leader (CEO), analyse school and MAC performance data and utilise it to inform targeted support for schools and to strategically plan and manage delivery of school improvement activity.
- Produce reports, as requested, to the Catholic Senior Executive Leader (CEO), MAC Executive Team, Board of Directors on the quality of education and the impact of school improvement activity.

4.6 Governance

- Welcome strong governance and actively support Emmaus Catholic MAC Board of Directors and Local Governing Body members to understand their roles in school improvement and deliver their functions effectively.
- Work with governors and Directors to enable them to undertake effective and accurate self-evaluation against the expectations of the Ofsted and CSI frameworks.

4.7 Ensuring Accountability

In a Catholic MAC the Director of School Improvement fulfils their responsibilities in accordance with the mission of the MAC. The Director of School Improvement supports the Board of Directors in fulfilling its responsibilities under Canon Law to the Diocesan Trustees and in accordance with national legislation.

The Director of School Improvement has a responsibility to the whole MAC community and, reporting directly to the Catholic Senior Executive Leader (CEO), is legally and contractually accountable to the Board of Directors for their school improvement role within the MAC.

5. Safeguarding Children and Safer Recruitment:

Emmaus Catholic MAC is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

6. Variation in the Role:

This job description is not the contract of employment, or any part of it. Whilst every effort has been made to explain the main duties and responsibilities of this post, this job description is not a comprehensive statement of procedures and tasks but sets out the main expectations of the MAC in relation to the postholders professional responsibilities and duties, all individual tasks may not be identified. All posts are required to work flexibly in order to meet the needs of the Multi Academy Company.

Given the dynamic nature of the role and structure of Emmaus Catholic MAC, it must be accepted that, as Emmaus Catholic MAC's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the member of staff.

Person Specification:

Faith Commitment	E = Essential	D = Desirable	Measured by:
Fully supportive of a Catholic MAC, Catholic schools and Catholic education	E		
A practising and committed Catholic		D	
Secure understanding of the distinctive nature of a Catholic MAC, Catholic schools and Catholic education		D	
Understanding of leadership role in spiritual development of pupils and staff		D	
Evidence of participation in the faith life of the community		D	
Qualifications			
Qualified teacher status (QTS)	E		
National Professional Qualification for Headship (NPQH) or other post-qualification educational leadership/management qualification e.g. MEd; CCRS		D	
Qualified Ofsted inspector		D	
Qualified Catholic School Inspector		D	
National Leader of Education		D	
Experience			
Substantial successful experience of teaching in a primary setting	E		
Substantial senior leadership experience of at least Vice Principal level in a primary school	E		
Senior Leadership experience as a Principal/Executive Head		D	
Recent experience in a Catholic voluntary aided school or MAC		D	
Demonstrable experience across primary key stages in school leadership and school improvement	E		
Demonstrable success in achieving rapid and sustained school improvement, using data and other contextual information insightfully	E		
Experience of preparing for Ofsted	E		
Recent experience of successfully leading a school through an Ofsted inspection		D	
Recent experience of successfully leading a school through a Catholic School Inspection		D	
Experience of preparing for s48/Catholic School Inspections		D	
Experience of leadership in a variety of contexts, ideally in more than one school	E		
Experience of working collaboratively with senior leaders in other schools to achieve shared priorities and/or of supporting other schools	E		
Experience of accurately analysing and interpreting quantitative and qualitative data to evaluate school performance and identify school improvement priorities	E		
Proven track record of developing and successfully implementing whole school strategies to rapidly improve pupil outcomes	E		
Evidence of successfully developing high-performing teams of professionals, delegating with accountability and providing support and challenge	E		
Professional Development			
Evidence of continuous professional development relating to school improvement (leadership and management, curriculum/teaching and learning)	E		
Evidence of professional development relating to Catholic ethos, mission and religious education		D	
Ability to identify own learning needs and be able to support others in identifying their learning needs	E		
Strategic Leadership			
Ability to articulate and share a vision of primary education within the context of the mission of a Catholic MAC/school	E		
Ability of having successfully translated vision into reality at MAC-wide or whole-school level	E		
Ability to inspire and motivate staff, pupils, parents, governors and directors to achieve the aims of Catholic education	E		

Knowledge of what constitutes quality in education provision, the characteristics of effective schools and strategies for raising standards and the achievement of pupils	E		
Understanding of and commitment to promoting and safeguarding the welfare of pupils	E		
Knowledge of the role of governance in a Catholic voluntary aided school or MAC		D	
Teaching and Learning			
Wide current knowledge and understanding of national and local education policy and research and how it translates into the school/MAC context with the ability to communicate a vision of what constitutes outstanding teaching and learning	E		
Thorough understanding of how young people learn and the core features of effective curriculum planning, delivery and assessment, particularly from EYFS to KS2 and primary transition	E		
Experience of effective monitoring and evaluation of teaching and learning	E		
Secure knowledge of statutory requirements relating to the curriculum and assessment	E		
Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	E		
Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management	E		
A secure understanding of the requirements of the Curriculum Directory for Religious Education		D	
Understanding of successful teaching and learning in religious education across the key stages in primary education	E		
Experience of learning and working as part of a Teaching School/Research/Behaviour Hub		D	
Leading and Managing Staff			
Experience of working in and leading staff teams	E		
Ability to delegate work and support colleagues in undertaking responsibilities	E		
Experience of performance management and supporting the continuous professional development of colleagues	E		
Successful involvement in staff recruitment/induction	E		
Understanding of effective budget deployment and resources deployment	E		
Experience of working with governors to enable them to fulfil whole-school responsibilities	E		
Accountability			
High levels of oracy and communication skills that are effective for a range of audiences	E		
High level numeracy and literacy skills that are effective for a range of audiences	E		
Experience of effective whole-school self-evaluation and improvement strategies	E		
Ability to provide clear information and advice to staff and governors including presentation of report	E		
Secure understanding of strategies for performance management and experience of offering challenge and support to improve performance	E		
Understanding the criteria for the evaluation of a Catholic school		D	
Skills, Qualities and Abilities			
High quality teaching skills	E		
Strong commitment to the mission of a Catholic MAC	E		
Commitment to their own spiritual formation and that of staff and pupils	E		
Strong commitment to school improvement and raising attainment for all	E		
Ability to remain positive and enthusiastic when working under pressure	E		
Ability to organise work, prioritise tasks, make decisions and manage time effectively	E		
Proven ability to lead transformational change with the capacity to direct and support the MAC to achieve its objectives	E		
Inspires and influences all stakeholders to support the fundamental importance of education	E		
Develops an outward facing, reflective, and evidence-informed culture	E		
Proven leadership qualities to motivate and drive forward individuals and teams to achieve high performance	E		

Models good practice and leads by example with integrity, positivity, creativity, resilience and clarity	E		
Drives forward strategic priorities and translates these into practical actions which empower students and staff to succeed and maximise impact	E		
Demands ambitious standards and high expectations for all students to overcome disadvantage and advance equality	E		
High level critical reasoning skills to identify, construct and evaluate arguments, identify the relevant importance of ideas and solve problems	E		
Make sound decisions based on gathering information, generating suitable alternatives, accurately appraising options and evaluating impact	E		
Effectively manages own behaviour and relationships with others to provide appropriate support and challenge	E		
Empathy with young people	E		
Good communication skills	E		
Good interpersonal skills	E		
Stamina and resilience	E		
Confidence	E		
Safeguarding			
Demonstrates a commitment to all aspects of safeguarding and welfare of children and young people	E		
Ability to safeguard and promote the welfare of children including motivation to work with children, forming and maintaining appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	E		
Experience as working as a Designated Safeguarding Lead	E		
References			
Positive and supportive faith reference from priest where applicant regularly worships		D	
Faith recommendation without reservation		D	
Positive recommendations in professional references	E		
Professional reference without reservation		D	
Satisfactory health and attendance record	E		

NOTE:

- The panel are advised to focus on determining whether the candidates meet the requirements in relation to the broad categories rather than in relation to the individual criteria that are used to illustrate them.
- The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is sustained and secure.
- It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate's application form and observing the various aspects of the interview process.
- The panel may wish to determine at the outset in which aspects of the selection process they will seek to find evidence to meet the above criteria.