

Information Pack for Applicants Director of School Improvement - Inclusion



Minerva
Learning Trust

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The Trust will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



Contents

Section 1: Post Advertisement.....	1
Section 2: Letter from the Chief Executive, Bev Matthews and Chair of the Trust Board, Ed Wydenbach.....	3
Section 6: Job Description.....	13
Section 7: Person Specification.....	19
Section 5: The Appointment Process.....	21

May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Director of School Improvement - Inclusion
Pay scale: Leadership Pay Range L23-L27, currently £76,122 to £83,956
Contract: Full time, Permanent
Start date: September 2023

Minerva Learning Trust is an expanding Sheffield based Multi Academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. The Trust employs just under 800 staff across our schools and central services and we are committed to providing career opportunities and professional development which allows people to make a positive contribution to the delivery of our vision.

We are looking to recruit a Director of School Improvement (Inclusion) as a member of the Trust's Central School Improvement Team to lead on school improvement strategies and quality assurance processes for all areas of Inclusion (attendance, SEND, behaviour, personal development and safeguarding) across all Trust schools.

This is an exciting opportunity for an experienced and qualified professional with drive, ability and creativity who can make a real and direct impact upon children's learning. The role would suit someone who has experience of driving positive change in schools at senior leadership level and has a proven track record in school improvement. It provides a great opportunity for anyone who wishes to utilise their skills, knowledge and experience to positively impact across more than one school.

The successful candidate will be responsible for leading the support, advice and guidance that enables our schools to succeed and improve so that we can deliver the best possible inclusive educational experience for all of our children. They will work closely with the Executive Director of Education, Chief Executive, Central School Improvement Team and school leaders to develop and deliver school improvement services to our schools.

We are looking for someone who:

- A passionate and proven leader who is a knowledgeable, experienced and successful leader of all areas of inclusion – attendance, SEND, behaviour, personal development and safeguarding
- Is experienced at deputy headship level and/or has senior leadership experience in a local authority or national body such as Ofsted
- Has proven experience of whole school leadership of inclusion, or leadership across a large organisation, and the ability to communicate a clear vision for inclusion across the Trust and its schools

- Can effectively evaluate a school's performance around inclusion and from their knowledge identify appropriate strategies to enhance school standards of attendance, behaviour and engagement and close gaps for vulnerable groups.
- Can inspire others and lead complex changes across schools
- Has the ability to work as part of a forward-looking strategic leadership team.

In return the successful candidate will:

- Be a member of the trust's Central School Improvement Team and join a strong and dynamic team of professionals across our organisation
- Be supported through a comprehensive professional development programme
- Be provided with excellent career opportunities
- Be given a highly competitive salary that is negotiable upon experience and track record.
- Have access to teacher or local government pension and salary sacrifice schemes

Candidates can find out more about the Trust and our schools via the Trust website www.minervalearningtrust.co.uk Candidates can have an informal discussion about the role with Bev Matthews, Chief Executive Officer. Arrangements for this can be made by contacting via e-mail: sbailey@minervalearningtrust.co.uk.

The closing date is 9:00 am on Wednesday 19th April 2023 and interviews will take place on Monday 24th April and Wednesday 26th April 2023.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Minerva Learning Trust](http://www.minervalearningtrust.co.uk). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. Further information is available by contacting Rebekah Green, Trust HR and Payroll Officer, via e-mail: hr@minervalearningtrust.co.uk

The application form and information pack is available on the Trust website www.minervalearningtrust.co.uk
Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application will not be considered.

Section 2: Letter from the Chief Executive, Bev Matthews and Chair of the Trust Board, Ed Wydenbach

Dear Candidate

Thank you for taking the time to consider our vacancy for Director of School Improvement – Inclusion within Minerva Learning Trust.

Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-2018 the Trust brought together four secondary schools to create a new partnership which will support the teaching and learning of around 5000 pupils. Most recently, we have been joined by Chapeltown Academy which will enhance the post-16 provision within the north of the city and by Woodthorpe Community Primary School who are the first primary school to join our Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Working Together, Learning Together and Outstanding Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The role of Director of School Improvement presents an exciting opportunity for an experienced and like-minded professional to join our Trust and contribute to further improving the quality of education within our secondary schools and across the City. The role would suit someone who has experience of driving positive change, has a proven track record in school improvement and has excellent communication skills with the ability to motivate and inspire others.

If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.

Bev Matthews
Chief Executive Officer

Ed Wydenbach
Chair of the Trust Board

Section 3: About our Trust

Who We Are

Minerva Learning Trust is an educational charity that has the single objective 'to advance education for public benefit'. As such:

- The Trust is legally accountable for the education of every child, the professional performance of every employee and the health and safety of the working environment
- The workforce is a single "faculty of education" who work together even though their places of work are located on different school sites
- The Board of Trustees, who are appointed by the members are the governing body of the Trust. Every other governance group is a sub-committee , including Local Governing Bodies
- The CEO is the Accountable Officer

The Trust was established in October 2014. Our vision is to provide outstanding education for students who are from a wide variety of backgrounds across the city of Sheffield.

The Trust is an expanding Sheffield based Multi Academy Trust with a vision of providing outstanding education for all the students within our schools. During 2017/2018 the Trust brought together four secondary schools to create a new partnership which supports the teaching and learning of around 5,500 students.

In September 2020, Chapeltown Academy converted to academy status with Minerva, this has enhanced the post-16 provision within the Trust in the north of the city. In addition, September 2021, Woodthorpe Community Primary became the first primary school to join our Trust as we begin an exciting expansion into the primary phase.

We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost.

Minerva Learning Trust is led by Bev Matthews, Chief Executive Officer and Ed Wydenbach, Chair of the Trust Board. Bev is an experienced Headteacher and School Improvement leader. Ed is an experienced Governor and is a National Leader of Governance (NLG).

The Trust employs just under 800 staff across our schools and central services and we are committed to providing career opportunities and professional development which allows people to make a positive contribution to the delivery of our vision.

What We Do

Our aim is to deliver an outstanding education for all students, staff and stakeholders.

We do this through an ethos of collegiality, placing students at the centre of all that we do. We are an inclusive Trust; our students show a high level of care for each other and respect each other's diversity. We do not allow disadvantage to be a barrier to learning and we support all our students to be the very best.

Why We Exist

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Working Together, Learning Together and Outstanding Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do, and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected, and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

Our Mission, Vision, Values and Beliefs

Our Mission, Vision and Values

OUR MISSION			
To provide an outstanding education for students, staff and stakeholders within the Trust.			
OUR VISION			
Our mission is underpinned by our vision that we are 'Stronger Together' by:			
'Working Together' Our students, staff and stakeholders work in partnership to maximise attainment and achievement and create successful and confident citizens.	'Learning Together' Our students, staff and stakeholders learn collaboratively with each other to develop a highly skilled workforce which impacts positively on students' life chances.	'Outstanding Together' Our students, staff and stakeholders work tirelessly, effectively, and efficiently to develop an outstanding quality of education in all our schools.	
OUR VALUES			
Our values underpin all of the work that we do and all of the decisions that we make.			
Inclusion We place the needs of our students at the heart of everything we do and we all support and encourage each other	Independence We promote and support strong leadership within our students, staff and stakeholders and we are all accountable for each other	Respect We recognise and appreciate the diverse qualities of our students, schools and stakeholders and we all care for each other.	Success We celebrate and communicate our successes, share good practice and we all promote a culture of continuously learning from each other
OUR BELIEFS			
<ul style="list-style-type: none">• We believe that we will have a significant impact on young people in Sheffield by providing outstanding provision.• We believe that we can empower existing and aspiring leaders to drive school improvement.• We believe that through a quality education we can support students to be successful in life after school and to positively contribute to society.• We believe that a child's background and circumstances should not pre-determine their future.• We believe that we can enrich the learning experience for all our students by providing aspirational opportunity beyond the classroom.			

Our Schools

Minerva Learning Trust is one of the largest Multi Academy Trusts in Sheffield with over 5,000 students. We are very proud of all our schools. Each school serves a very different community within Sheffield, which contributes toward the inclusive nature of the Trust and is something we are very proud of.

The benefits of this means that we have schools in close proximity to each other which provides huge opportunities for staff and students alike to work with and learn from each other. No school is seen as the lead school and every school within the Trust is expected to be a 'giver' and 'receiver' of support.

We have a shared set of values and a common mission which ensures that every child receives the education they deserve. Each school within the Trust retains its cultural autonomy but we work together to ensure best practice becomes shared practice.

Each of our schools is led by a Headteacher with a Senior Leadership Team of Deputy and Assistant Headteachers. Headteachers are responsible for the overall success of the school and for developing a professional and effective working relationship with the Local Governing Body.



Schools within our Trust are listed below, alongside an overview of their context

Academy	Age range	Pupil Admission Number
Chapelton Academy	16-19	300
Ecclesfield School	11-16	1750
Handsworth Grange	11-16	1025
High Storrs School	11-18	1650
Stocksbridge High School	11-16	900
Woodthorpe Community Primary School	3-11	455

Section 4: Valuing our Staff

Why Choose to Work for Minerva Learning Trust?

The Trust recognises that the commitment and care shown by all our people are fundamental to the success of our young people and we promise our staff that they will be supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment.

Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

Wellbeing Charter

Alongside students, our staff are our most important asset, and we are committed to being an employer of choice across our region. A happy and healthy workforce is vital for the success of our students and we are developing our approaches to staff wellbeing. The charter below gives a flavour of our thinking and direction of travel toward ensuring our Trust is a great place to work.

Emotional Pillar

An employee assistance programme with a confidential helpline that any member of staff can ring for support at any time.

Swift referrals to Counselling support and services and bespoke paid support for colleagues who are particularly struggling.

Workload Impact Assessment of new policies to ensure that they are manageable and reasonable.

Work-life Balance Policy and Charter which ensures staff are able to manage their workload.

Job opportunities shared across the Trust.

CPD and networks for teachers and support staff.

Staff voice including an annual Trust-wide survey.

Supportive arrangements including induction for new staff.

Open door policies for SLT.

Line manager support through regular 1:1 and team meetings.

Clear expectations for all staff (e.g. Code of Conduct and professional standards).

Access to onsite Mental Health First Aiders.

An MLT Wellbeing ROUTES CPD programme.

Social Pillar

Supportive policies (e.g. flexible working, maternity, paternity, shared parental leave, KIT days and leave of absence).

CPD and networks for teachers and support staff.

Working partnerships with local and regional union representatives.

Approaches across the Trust to celebrate staff as individuals and as a team.

Careful planning of meetings calendars and INSET time to allow staff to meet whilst maintaining a reasonable work-life balance

Designated social spaces in each school to allow time for rest and reflection.

A designated Wellbeing Working Group in each school.

A clear Equality Statement and community that is proactive in supporting diversity and inclusion.

A commitment to collect, analyse and respond to exit interview findings.

Dedicated mentoring support for NQTs and a buddy system for all new staff.

Access to coaching support as part of the Trust's professional development programme.



Physical Pillar

Supportive policies (e.g. work-life balance, flexible working, time off for medical screening and hospital appointments, reasonable adjustments, support for specific issues such as menopause, dementia, cancer, disabilities).

Occupational Health referrals.

Wellbeing sessions for staff (when and where appropriate) and access to resources such as gyms.

Estates management across the Trust to ensure that all staff experience a warm, safe and healthy environment.

Support for the Cycle to Work Scheme.

Individual Risk Assessments for staff facing challenges.

Wellbeing initiatives include cross Trust events.

A commitment to review workload regularly and make changes where possible.

Access to free eye tests for routine users of Display Screen Equipment.

Financial Pillar

Support for courses to prepare for retirement.

Access to enrolment in a defined benefit Pension Scheme (TPS or LGPS).

Access to pensions advice and additional voluntary contributions.

Ensuring that redundancies are a last resort when budgets necessitate changes.

Transparent and clear pay progression policies and collective bargaining with Trade Union colleagues in respect of national and local agreements.

Support for the childcare voucher scheme for eligible employees.

Employer rate and arrangements for deduction from employee's pay through payroll for health care e.g. Westfield Health.



Workload Charter

Our Workload Charter sets out our commitment and offer to support the workload and work/life balance of our staff.

Culture Matters

We all have a responsibility to manage our own workload and that of others. Line management meetings exist to discuss concerns and find solutions.

Line Managers are encouraged to ensure fairness across teams of the delegation of tasks and workload.

The need for change is well planned for and effectively communicated to key stakeholders. Training and time is allocated to ensure that the change is successful.

The Trust / School Calendar is planned with workload in mind and the timing of tasks and projects are adjusted during busy periods.

Opportunities are provided and time is given to support school-school collaboration and reduce the replication of effort.

Research-informed teaching methods are embraced. Staff are empowered to deliver learning that meets the needs of our students in line with teaching and learning principles.

Additional provision is strategically planned for revision sessions with an identified need in mind.

Our schools are calm and safe places to work and learn. A strong behaviour policy is in place in all schools which is consistently applied. Staff, parents and students are aware of the policy and expectations.

TIME Matters

No expectation of staff to respond to emails outside working hours. Except relating to serious safeguarding or other matters.

Staff are encouraged to set an 'Out of Office' and to not access emails outside of their working hours.

Restrictions are set on who can send whole staff Trust and school emails.

Data collections are kept to a maximum of three data drops per year group in any one given academic year. Meeting time is allocated so staff can accurately analyse and discuss.

Student assessments are strategically planned for the academic year to allow time for effective marking and feedback.

Responsive teaching and live feedback are utilised to provide guided instruction and identify common misconceptions so that gaps are quickly closed.

Schools do not roll over the timetable during the second half of the Summer Term, this time is used to work on core priorities and vital staff training.

Duties, including detentions, are shared equally amongst staff.

Meetings start and finish on time with well-structured agenda and, staff should not feel pressured to stay late.

PPA will be distributed throughout the working week to allow time for colleagues to plan and prepare throughout.

CPD Matters

Department time is prioritised and focuses upon sharing expertise, distributing workload and enhancing knowledge.

Inset and twilights are strategically mapped to the strategic objectives of the school and the professional development needs of staff.

The Performance Development Reviews focus upon how staff feel about their current role, how they would like their role to evolve, their career aspirations and any CPD needs that they have.

All staff are given equal access to the Trust ROUTES CPD programme and coaching and mentoring provision. Staff are supported to undertake this during the school day.

Department development time during the last term of the year to support strategic planning and development for the year ahead.

CPD time for strategies to manage workload and how to manage what we expect from ourselves.



Communication Matters

Weekly staff bulletins for key messages to decrease the amount of email traffic from different personnel.

Briefings focus on training staff and sharing key/important messages.

Consultative Forums for staff to raise issues/ or concerns; especially where any significant change is planned.

Capture staff voice on workload.

Regular meetings with Union representatives to ensure that all is well across the school.

Meet the needs of family life, ensuring emotional and family wellbeing is supported.

Trust Wellbeing Ambassadors in every school/team who champion all workforce developments.

Wellbeing Committees within each school/team encourage to monitor and discuss workload issues.



Continuous Professional Development (CPD)

The professional development of staff, including opportunities for research, is a key priority of the Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of everyone who works with us. We believe in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

Access to our internal ROUTES CPD programme, Minerva Leaders of Education Coaching Programme, leadership training, coaching, mentoring, external CPD programmes, ECT training, ITT development, apprenticeships, networking opportunities and access to external courses are just a taster of the wide range of opportunities on offer to all our staff. Our strong collaborative community networks for

Headteachers, senior leaders, subjects leaders and variety of support staff roles support the culture of collaborative generosity and sharing of good practice across our organisation.

As a Trust we strongly believe in the power of growing our own leaders and the importance of succession planning and talent management. Many leaders within our organisation have been developed through this route.

This is underpinned by our new approach to Performance Development Reviews, rather than Performance Management, which supports a move away from performance related pay to one which focuses upon the personal and professional developments needs of all individuals to ensure the best possible outcomes for all our young people.

Occupational Health Support and Counselling

The Trust accesses Occupational Health services via Indus Occupational Health and Counselling services via Collins Donnelly Consultancy and Zurich Municipal. A range of services can be provided. Further information can be made available upon request.

DSE Eye Tests

Staff who work with Display Screen Equipment (DSE) continuously and intensively for more than one hour per day on most days as a significant part of their normal day to day work can access pre-paid eye examination vouchers, which they can use at Specsavers. Staff should speak to Central HR or the school Business Support Manager to access a voucher.

Pension Schemes

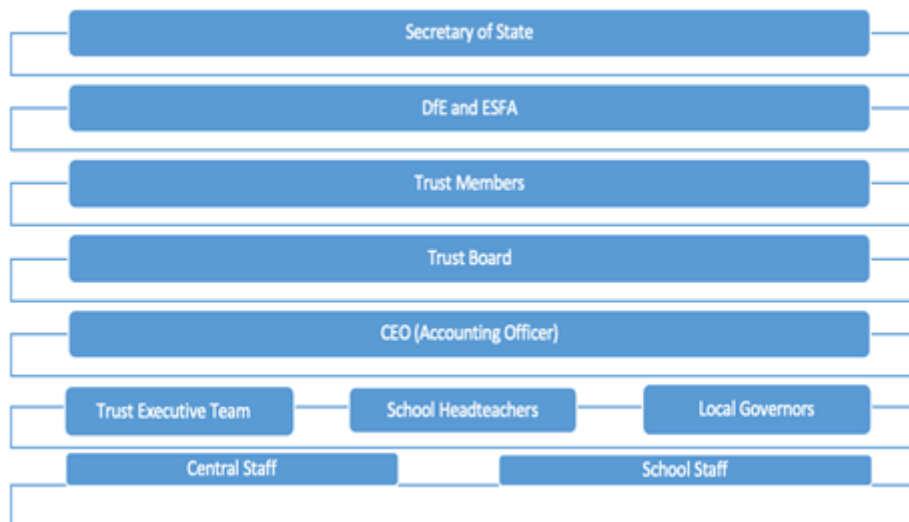
All employees of the Trust are automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pensions Scheme (LGPS). Further information and terms and conditions can be found on their websites.

Salary Sacrifices Schemes

Employees of the Trust can access the Government's Cycle to Work Scheme, which offers the opportunity to buy cycles and cycling equipment. Further information can be made available upon request.

Section 5: Governance and Leadership Structure

The diagram below illustrates lines of accountability within all Multi Academy Trusts:



Members

Minerva Learning Trust has four Members. Members are from a range of professional backgrounds including education, finance and legal services.

The Members have a role akin to shareholders. Founding Members are signatories to the Articles of association. They have the power to amend the Trust's Articles, receive the annual accounts and appoint Trustees.

The Members meet twice yearly, including the Annual General Meeting. Details of the Trust's Members can be found on the Trust's website www.minervalearningtrust.co.uk

Minerva Learning Trust - Members

Kabier Aslam	John Bowers	David Burkinshaw	Sam Twiselton
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Trustees/Directors

The Trust is overseen by a Board of Trustees, currently consisting of seven. Trustees are responsible for governing and exercising all of the powers of the Trust, including:

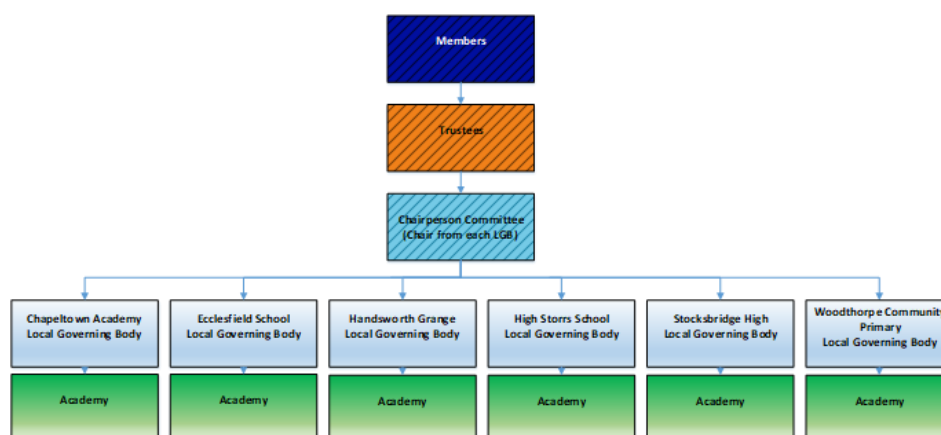
- Ensuring clarity of vision, values and strategic direction.
- Holding the Chief Executive Officer to account for educational performance of the Trust's academies.
- Overseeing the financial performance of the Trust, managing risks and ensuring legal compliance.

The Board of Trustees meet on a termly basis. The Trust also has an Audit and Risk Committee that meets on a termly basis. Details of individual Trustees can be found on the Trust's website.

Minerva Learning Trust - Trustees

Ed Wydenbach (Chair)	Jonathan Crossley-Holland (Vice Chair)	Pepe Di'Iasio	John Doyle Risk and Audit Committee
Genny Bradley	Nicholas Wood	Roger Salt Risk and Audit Committee (Chair)	

The Trust's governance structure is depicted in the following diagram.



Section 6: Job Description



Job Description

Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Director School Improvement - Inclusion
GRADE/SALARY	L23-L27
HOURS/WEEKS	Full time, Permanent
LOCATION	Central Office with travel between schools
RESPONSIBLE TO	Executive Director of Education
RESPONSIBLE FOR	Trust Education Welfare Officer, Trust School Counsellors and other central inclusion staff
PURPOSE OF THE JOB	<p>As a member of the Central School Improvement Team this post is responsible for:</p> <ul style="list-style-type: none">• Strategic leadership of inclusion across all aspects of the organisation• Leadership of the Trust's attendance and behaviour policies and procedures to ensure high levels of student attendance and behaviour• Development and implementation of the Trust SEND Strategy to ensure the progress and well-being of pupils with SEND, including those with an EHCP and ensure that our pupils with SEND reach their potential academically and become socially responsible young adults• Developing and implementing the Trust's safeguarding strategy to ensure that all our pupils and staff work within a compliant and robust culture of safeguarding;• Strategic leadership of the Trust's personal development and careers policies and strategies

RELEVANT QUALIFICATIONS	<ul style="list-style-type: none"> • Degree educated with QTS • Completion of relevant postgraduate qualifications • Evidence of a commitment to ongoing learning and continuous professional development
SPECIFIC DUTIES AND RESPONSIBILITIES	
<p>The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.</p>	
<u>Main Duties</u>	
<p>As a member of the Trust's School Improvement Team:</p>	
<ul style="list-style-type: none"> • Support the development and delivery of the Trust's school improvement strategy, action plan and framework; in coordination with the Trust's Executive Director of Education. • Deliver and coordinate targeted school improvement support for inclusion across all schools in the Trust. • Provide support and challenge to schools to secure high levels of attendance, behaviour and engagement. • Develop Trust wide strategies and provide challenge and support to ensure the highest standards of provision for SEND, safeguarding and personal development; ensuring statutory compliance across these areas. • Analyse school and Trust inclusion data and utilise it to inform targeted support for schools and to strategically plan and manage delivery of school improvement activity/strategy. • Develop and deliver impactful quality assurance systems for inclusion across the Trust's schools; including organisation and delivery of internal Peer reviews. • Support the production of reports to the CEO and Trust Board on the quality of education and the impact of school improvement activity and contribute towards termly policy updates and newsletters. 	
<u>Strategic Leadership and Management on Trust-wide Safeguarding;</u>	
<ul style="list-style-type: none"> • Be the lead officer for safeguarding within the Trust, reporting to other leads and Trustee's as required – undertaking the necessary DSL training. • Develop and oversee implementation of the Trust wide Safeguarding Policy which is reviewed regularly and updated promptly considering any external updates or advice. • Monitor and evaluate all data in relation to the safeguarding of pupils across all schools; ensuring statutory compliance across all areas of the organisation. • Make sure that consistent and meaningful pastoral information is used and monitored effectively to raise standards for all pupils in the Trust. • Ensure that each school has effective safeguarding provision in place. 	

- Develop, review then implement a Trust wide safeguarding strategy and core offer considering best practice both from within and outside of the Trust.
- Collaborate with other schools and organisations, in a climate of mutual support and challenge, to champion best practice and secure excellent achievements for all pupils.
- Develop an annual programme of statutory and voluntary training for all staff and volunteers.
- Keep up to date with education and educational safeguarding publications, the Ofsted inspection framework and share this information in the appropriate forums.
- Strategically lead the Trust's DSL network supporting colleagues to work collaboratively and learn from one another.
- Ensure effective safeguarding quality assurance strategies are used across the Trust.
- Report to the Trust leadership on all issues relating to safeguarding.
- Provide an input to support schools managing complex cases.

Strategic Leadership of SEND

- Be the lead officer for SEND within the Trust, reporting to other leads and Trustee's as required.
- Develop and oversee implementation of the Trust wide SEND Policy which is reviewed regularly and updated promptly considering any external updates or advice.
- Monitor and evaluate all data in relation to the SEND across all schools; ensuring statutory compliance across all areas of the organisation.
- Ensure that each school has effective SEND provision in place.
- Develop, review then implement a Trust wide SEN strategy and core offer considering best practice both from within and outside of the Trust.
- Collaborate with other schools and organisations, in a climate of mutual support and challenge, to champion best practice and secure excellent achievements for all pupils.
- Develop an annual programme of statutory and voluntary training for all staff and volunteers.
- Strategically lead the Trust's SEND network supporting colleagues to work collaboratively and learn from one another.
- Analyse and interpret relevant national, local, Trust and school data, research, and inspection evidence to inform policies, practices, expectations, targets, and teaching methods relating to SEND.
- Know and understand the characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for pupils with SEND.
- Support schools with monitoring the impact of the curriculum for pupils with SEND, making changes to the provision as appropriate.
- Keep up to date with current good practice regarding inclusive teaching and support whole school training on SEND.
- Manage and develop effective relationships with external professionals, including reviewing service level agreement. e.g., educational psychologists, speech and language therapy, occupational therapists, physiotherapists.

Strategic Leadership of Attendance, Behaviour and Personal Development

- Be the lead officer for behaviour, attendance and personal development within the Trust, reporting to other leads and Trustees as required.

- Develop and oversee implementation of the Trust wide behaviour, attendance and personal development policies which are reviewed regularly and updated promptly considering any external updates or advice.
- In partnership with Central Team colleagues, develop and implement standard operating procedures for behaviour and attendance; establishing systems to quality assure their use.
- Monitor and evaluate all data in relation to the behaviour of pupils across all schools; ensuring statutory compliance across all areas of the organisation.
- Make sure that consistent and meaningful pastoral information is used and monitored effectively to raise standards for all pupils in the Trust.
- To promote best practice in positive behaviour management, providing guidance and coaching to staff involved across the Trust.
- To monitor and evaluate the metrics associated with a positive culture and ethos across the Trust e.g. attendance levels, suspension data, complaints, student and staff voice, safeguarding audits across each Trust school.
- Ensure students have appropriate personal development learning programmes that meet their individual needs, and that tackle the world we live in.
- Lead and be involved in Trust wide inclusion networking groups.

Applied Knowledge and Expertise

- Apply experience in the leadership of schools to school improvement planning, supporting intervention in schools facing challenging circumstances and the development of the Trust's strategy and framework for school improvement.
- Use experience in preparing schools for Ofsted inspections, as well as detailed knowledge of the inspection framework and practices, to improve the standards in schools.
- Utilise knowledge and experience of working in the educational sector to support the design and delivery of effective quality assurance systems and processes across schools and support the design of intervention strategies to improve academic standards and outcomes.
- Apply experience of encouraging collaboration between schools, across the Trust and with other external agencies to support improvement, sharing of best practice and reduce the replication of effort.
- Keep up to date with educational research to ensure it informs the Trust CPD programme and enhances curriculum intent and implementation across all schools.

Decision Making and Problem Solving

- With the Executive Director of Education, create and regularly review structures across the schools that reflect the Trust's and each school's values and enables management systems, structures and processes to work effectively.
- Work with the Executive Director of Education, Headteachers and the Central School Improvement team to monitor and evaluate the academic performance, leadership and management of academies.
- Support and work towards the aim that all schools maintain at least a 'good rating', with the goal of eventually becoming 'outstanding'.
- Lead transformational change both strategically and operationally in all schools.
- Delegate key responsibilities and operations across the Central School Improvement Team and

across the wider organisation.

Leadership and Management and People Development

- Drive a culture of high expectations, supporting school leadership teams to improve standards across all departments and areas.
- Work with Headteachers to recruit staff of the highest quality across the group.
- Promote a positive culture throughout the organisation and adopts behaviours that exemplify the Trust's values.
- Line manage and performance develop designated members of the Central School Improvement Team, setting ambitions and encouraging continuing professional development.
- Build own leadership capacity and takes responsibility for own professional development by actively engaging with and seeking out areas for improvement.
- Work alongside the Executive Director of Education to strategically lead on the development and delivery of the Minerva Collaborative Learning Alliance to ensure high quality development of delivery of the Minerva ROUTES CPD programme, Minerva Hub, Minerva Leaders of Education, annual Trust Conference and the Trust's Ethical Leadership Framework.
- Ensure that SENDCOs are leading the staff in their schools to be trained to support the needs of pupils with SEND through coaching, feedback, and whole school CPD;
- Ensure that the sharing of good teaching and learning practices is a crucial feature of the SEND network;
- Ensure staff across all schools are given constructive feedback, including strengths and areas for development, following school visits;
- To work closely with SENDCOs and Middle Leaders across the Trust to ensure that all are using the best interventions to meet the needs of SEND pupils;
- Ensure the SENDCO in each school has an effective management system that values the contributions of teaching assistants and provides professional development opportunities.

Influencing and Managing Relationships

- Nurture robust, open and effective relationships with all parties across the Trust and with key external agencies including, Learn Sheffield, Sheffield Local Authority, Regional Schools Commissioner and other Trusts.
- Foster a culture of collaboration by creating networks and opportunities for schools and individuals within the group to engage each other and to build effective extended learning communities.
- Facilitate the partnership and networking of Headteachers, School Leaders and Trust staff to share and promote best practice and to support each other with challenges.
- Create effective working relationships with the senior leadership team of each school within their group.
- Work closely with all Minerva Learning Trust schools

SAFEGUARDING

To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Chief Executive Officer or Trust Board.
3. This job description will be kept under review and may be amended via consultation with the individual, Chief Executive Officer or Trust Board required. Trade Union representatives will be welcome in any such discussions.

Section 7: Person Specification



Person Specification

Post Title: Director of School Improvement - Inclusion

Minimum Essential Requirements	Method of Assessment
EXPERIENCE & QUALIFICATIONS	
Degree educated with QTS	AF/I/R
Completion of relevant postgraduate qualifications	AF
Designated Safeguarding Lead training	AF/I
SENDCO qualification OR willingness to work towards SENDCO qualification	AF
Evidence of a commitment to ongoing learning and continuous professional development	AF
Recent experience as a Deputy Headteacher, qualified Ofsted inspector or a senior school leader in a local authority or national body	AF/I/R
Successful experience of leading or supporting schools in challenging circumstances and of delivering impactful school improvement support across one or more schools	AF/I/R
Successful proven experience of promoting inclusion, equality and diversity	AF/I/R
Successful experience of writing, implementing and reviewing strategic improvement plans and strategies which bring about impactful change	AF/I/R
Experience of coaching, mentoring and directing staff at all levels	AF/I/R
Experience of managing and leading complex changes across a school or group of schools	AF/I/R
Experience of evaluating the performance of the leadership and management of a school	AF/I/R
Experience of working collaboratively across a group of schools with impact on outcomes for children evidenced as a result of this work	AF/I/R
Experience of overseeing and advising on budget management	AF/I/R
Developing and motivating senior leaders to achieve success	AF/I/R
KNOWLEDGE/SKILLS/ATTRIBUTES	
An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD	AF/I/R
Up-to-date knowledge of specialised curriculum for young people with SEMH	AF/I/R

A wide and current knowledge of safeguarding legislation and best practice	AF/I/R
Understanding of the importance of partnership working and accepting appropriate support from others, including colleagues and external agencies	AF/I/R
Understand the role of collaborating and networking within the Trust and beyond	AF/I/R
A wide and current knowledge of innovations in behaviour management	AF/I/R
Management of safeguarding within a complex setting and proven success in promoting safeguarding, to ensure the safety of all pupils and staff	AF/I/R
Ability to work with and advise the Trust Board and Local Governing Bodies to enable them to fulfil their role and statutory obligations	AF/I/R
Evidence of successful, harmonious collaboration with a range of people in achieving agreed outcomes	AF/I/R
Awareness and understanding of current educational trends and issues, including national policies, priorities and legislation specifically related to SEND and safeguarding	AF/I/R
WORK RELATED CIRCUMSTANCES	
Able to manage working hours flexibly to meet the demands of the role	AF/I
Willingness to undertake further professional development	AF/I
Willingness and ability to travel to all work locations within the Trust and outside of the city where required	AF/I
Be committed to Minerva Learning Trust's vision and principles	AF/I
Where appropriate be able to work at times convenient to the Local Governing Bodies, including evening meetings	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key

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- AF = Application form
- I = Interview
- R = Reference

Section 5: The Appointment Process

These notes are intended to guide you when making an application.

1. **The Application Form**
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.
2. **Education and Training**
State your qualifications and any training you have undertaken relevant to the post.
3. **Present Appointment**
Make it clear what your present post is, which establishment you work in and who your employer is.
4. **Previous Appointment**
When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work. This is a requirement under our recruitment and safeguarding policies.
5. **Referees**
Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.
6. **The Supporting Statement/Letter of Application**
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details.
Please limit your supporting statement to two sides of A4 in size 11 font.
7. Arrangements for Interview
Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.
8. The Interview
Candidates will be invited to the Trust Central Office or one of our schools for interview. Where necessary, interviews will be facilitated via an on-line means through Microsoft Teams or Zoom.
9. **Feedback**
Verbal feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.
10. **Selection for Appointment**
Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.
11. **Arrangements for Applications**
When you have completed your application, the completed form and covering letter should be emailed to recruitment@minervalearningtrust.co.uk by the closing date and time.