



W A T E R T O N

ACADEMY TRUST®

~ WHERE SUCCESS IS A SHARED EXPERIENCE ~

Director of Standards

January 2024

watertonacademytrust.org





Director of Standards

Workplace: Centre for Excellence
Walton Primary Academy
WF2 6LD

Salary & Grade: Leadership 28-32

Hours: Full time and permanent.
We will also consider applications from individuals seeking part-time or flexible working arrangements.

Start date: ASAP (September 2024)

Closing date: 13th March 2024

Shortlisting: 15th March 2024

Recruitment Days: 19th, 20th March 2024



Thank you for your interest in the post of Director of Standards.

Waterton Academy Trust is seeking an outstanding candidate to join our team in the new role as Director of Standards, ideally starting from September 2024 (or sooner). The position of Director of Standards will be a pivotal role in enhancing leadership development, providing critical support, and offering strategic challenge to our headteachers.

This role presents an exciting chance to exert influence across the Trust, with a particular emphasis on maintaining high standards, enforcing safeguarding measures, and refining our educational offer. The appointee will collaborate closely with the CEO, DCEO and the Trust Central Team to uphold Waterton's statutory and ethical responsibilities while achieving the strategic objectives established by the Board of Trustees.

The role would be a strategic role, but also a highly visible role in schools, leading school improvement alongside headteachers. We would be seeking to appoint someone with significant inspection experience, a track record of multiple successful headships, and someone with experience of leading and working in areas of high deprivation and high SEND, given our most challenging schools.

We are looking for dynamic and positive individuals who are driven to make an impact. The ideal candidate should be committed to achievement and believe strongly in inclusive education. The successful candidate will be enthusiastic, motivated, and will significantly contribute to the Trust's ongoing growth and development.

I wish you well with your application and look forward to meeting you in person.

Dave Dickinson OBE
Chief Executive Officer

Waterton Academy Trust

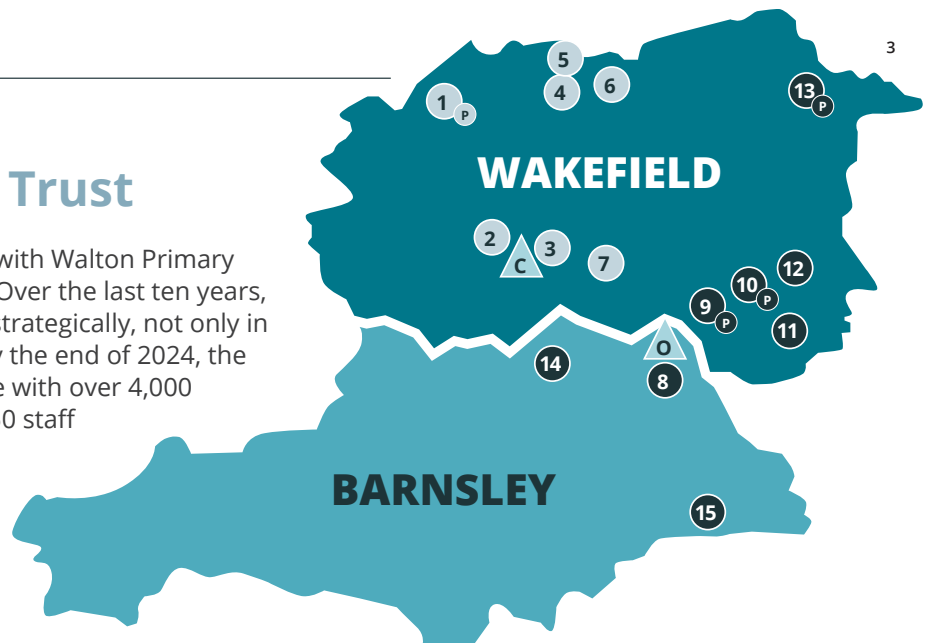
The Trust was established in July 2014, with Walton Primary Academy being the founding member. Over the last ten years, the trust has grown appropriately and strategically, not only in size, but also in the diversity of offer. By the end of 2024, the trust is projected to achieve a milestone with over 4,000 pupils enrolled, a team of more than 550 staff members, and a turnover in the region of £23million.

The trust operates across two key partnership areas, Barnsley, and Wakefield, and we believe is looked upon as a strong organisation and a valued and constant collaborator within the system.

All our schools fall into the primary age range bracket. They are geographically organised to promote opportunities to engage in hub activities, staff collaboration and afford leaders the ability to support, scrutinise and challenge at a more nuanced level.

An innovative approach to supporting our LA partners in Barnsley has resulted in the trust opening our first independent special academy in September 2023. Early indications are that these developments have been a great success, adding much needed capacity to the local offer and strengthening our relationships with LA partners.

In order to support our communities and ensure that our children get the best of starts to their education journeys, the trust has now opened four pre-school settings and has plans to open more in the coming years. We also have one new school in the process of joining the trust – Kings Oak Primary Learning Centre.



- C:** Centre for Excellence
O: Operations Office
1: Wrenthorpe Academy & Pre-School
2: Sharlston Community School
3: Walton Primary Academy
4: Normanton Junior Academy
5: Lee Brigg Infant and Nursery School
6: Normanton Common Primary Academy
7: Crofton Infant's School
8: Churchfield Primary School
9: King's Meadow Academy & Pre-School
10: West End Academy & Pre-School
11: South Kirkby Academy
12: Ackworth Mill Dam School
13: Cherry Tree Academy & Pre-School
14: Newstead Academy
15: Kings Oak Primary Learning Centre

| Academy Name | Joined | Type | PAN | LA | Hub |
|-----------------------------------|------------|---------|-----|-----------|------|
| Walton Primary Academy | Sept 2014 | Primary | 315 | Wakefield | West |
| Normanton Common Primary Academy | March 2015 | Primary | 315 | Wakefield | West |
| Normanton Junior Academy | Aug 2015 | Junior | 360 | Wakefield | West |
| Lee Brigg Infant & Nursery School | Oct 2015 | Infant | 135 | Wakefield | West |
| Crofton Infant School | Dec 2015 | Infant | 180 | Wakefield | West |
| Sharlston Community School | July 2016 | Primary | 315 | Wakefield | West |
| Wrenthorpe Academy | April 2017 | Primary | 315 | Wakefield | West |
| Cherry Tree Academy | April 2017 | Primary | 315 | Wakefield | East |
| South Kirkby Academy | Sept 2016 | Junior | 240 | Wakefield | East |
| Ackworth Mill Dam School | July 2017 | Primary | 210 | Wakefield | East |
| Kings Meadow Academy | July 2018 | Primary | 315 | Wakefield | East |
| West End Academy | July 2018 | Primary | 210 | Wakefield | East |
| Churchfield Primary School | Dec 2019 | Primary | 420 | Barnsley | East |
| Newstead Academy (Special) | Sept 2023 | Special | 35 | Barnsley | East |

Our Vision, Values & KPIs

The trust prides itself on its shared vision and values, and truly believes them to be embedded across the organisation. All schools interested in joining the trust are encouraged to examine the vision and values and ensure that they align with the ones that they hold.



Our Pupils

The trust operates in some of the most underprivileged areas in the region, and indeed in the country. Some of our schools are situated in areas of high deprivation. As a trust we value and prioritise pupil voice, pupil health and well-being, as well as curriculum enrichment across the trust. By placing pupils' voices at the forefront of our work, we ensure that their unique perspectives, needs, and concerns are not only heard but also integrated into the decision-making process, fostering a sense of ownership and empowerment.

We provide a range of opportunities for children to participate in activities designed to enhance their experience of education in a Waterton school. This includes our elected Children's Parliament, who meet with the CEO and Headteachers to discuss their priorities for improvement. They received a letter of commendation from the former Prime Minister, Theresa May, for their outstanding work. Creativity is fostered through our arts network. Our roaming art gallery and our annual Waterton's Got Talent event offer all our schools the opportunity to showcase the work and talents of their pupils. This fosters creativity, and also engages parents and carers in celebrating the work of pupils across the trust. To promote healthy lifestyles, children are given multiple opportunities to compete in sporting events, including an annual gathering of all schools at our MATlympics event. Healthy lifestyles and nutrition are also promoted and encouraged through our Waterton Young Chef of the Year. Such experiences not only enrich our pupils' academic journeys but also contribute to their personal and social development.



Fundraising - Dress Like an Animal Day



Our aim is to ensure that every pupil in a Waterton school feels the benefit of being part of the trust, with their learning and experience of school being our number one priority.



Children's Parliament

ENRICHMENT



KS2 Young Chef



Waterton Has Talent



MATlympics



Girls Football



Art initiatives



Waterton Eco Council

Trust Offer

As a trust, Waterton has statutory and ethical obligations in relation to supporting our academies, and we look to meet these through the delivery of our Trust Offer. The trust has invested significantly in creating a substantial central team, and it is through this team and key external partners that the trust offer is delivered.

To support its aims and meet its obligations, the trust provides each of its academies with access to the same trust offer. The offer is categorised into two main areas, **the operations offer** and **educational offer**. Access to the trust offer is an entitlement regardless of current Ofsted rating, financial position, size, or provision status. The level of support provided is tailored according to current need, however the entire offer remains accessible to all academies at all times.

At the heart of our offer is our commitment to ensure our academies can concentrate on their primary role of delivering outstanding teaching and learning through evidence-based practice. Our offer therefore looks wherever possible to drive school improvement through CPD, challenge and support, whilst simultaneously removing the business-based burdens that prevent headteachers and senior leaders from being in the classroom or involved in school improvement work.



The trust offer provides a range of services delivered or procured centrally in order to provide our academies with the best possible value. Central support is provided in the key areas of **Safeguarding, Governance, School Improvement, Finance, HR, IT, H&S, Estates Management and Data Protection**. In addition, schools will have access to legal advice and marketing initiatives as required. The delivery of the core offer brings with it a cost that is incorporated into each academy's operational budget and is an integral part of not only the Waterton funding model, but more importantly the school improvement model.

School Improvement

We know that sustainable and successful school improvement is achieved when school leaders are empowered and supported as agents of change. All our school leaders are active partners in the trust strategy for school improvement, contributing their own experiences as well as using research and evidence to drive improvements. Our approach to school improvement is founded on a clearly articulated shared moral purpose. We exist to make schools better places to learn and work – our core purpose is to transform the lives of the children and young people we serve through the power of education.

We ensure that we have a balance between 'quality assurance' activity and activity that is 'improvement' focused and developmental. We challenge ourselves by asking what impact our actions have on pupil outcomes, classroom practice and leadership capability. Regular meetings between the CEO, the Deputy CEO and Headteachers, as well as school visits, take place to review the progress all our schools are making as set out in the school development plan, based on an accurate self-evaluation. To support school selfevaluation the trust brokers a series of reviews using a combination of internal expertise, as well as external support, in order to help us identify strengths in the trust, as well as areas where development and improvement is needed.

We believe that schools should not be isolated, but in a spirit of reciprocity welcome scrutiny and support from other schools (within and beyond the trust) as part of their contribution to a connected system. That is why our school leaders are active as peer reviewers, supporting one another in reaching our ambitious goals.

Our school improvement offer is under continual review, and we are responsive and flexible in response to the needs in our schools. Internal metrics play a crucial role in evaluating how well we are meeting our objectives and ensuring accountability. We regularly consider how well our pupils are performing and using a range of assessment information we can provide timely support and intervention where needed. Our approach is scrutinised and challenged by the trustees regularly, as we report on the impact of our work.

To read about our impact in 2022-23, please read our annual report to stakeholders available on the trust website.

<https://watertonacademytrust.org>



Director of Standards

Responsible to: CEO and DCEO

Grade: £91,633 - £101,067 (L28-L32)

Key Job Purpose

- The key purpose of the role is to create a culture of continuous improvement in all our schools through accurate self-evaluation, timely challenge and support, and appropriate action that ensures that success is an experience shared by all our children and by all our schools.
- Promote and communicate the trust vision and values with all internal and external stakeholders and ensure that all aspects of the trust's work with schools contributes to this vision.
- Translate the trust vision for school improvement into agreed objectives and operational plans.
- Provide leadership and strategic direction to the education team, measuring the longer-term impact of the team's actions on the improvement of specific schools, and the raising of standards in all our schools.

Key Responsibilities

Strategy and Leadership

- Provide inspirational and effective leadership, vision and strategic focus to achieve the highest levels of performance and standards in every school.
- Work with the Executive Leadership Team to continually evaluate and implement the trust's school improvement strategy so that all stakeholders are highly engaged, equipped, and motivated.
- Ensure alignment of educational standards with the trust's overall vision and objectives.
- Develop and implement comprehensive educational strategies and policies.

- Lead the development of innovative educational programs and initiatives.
- Analyse educational data and trends to inform policy and decision-making.
- Prepare and present reports on educational performance to the Executive Leadership Team and Board of Trustees. Represent the trust in external educational forums and networks.
- Remain aware of new developments in relation to funding, system development, professional development, and research.
- Promote and maintain a culture of high expectations for self and others.

School Improvement and Compliance

- Transform schools by delivering broad and sustainable improvement through effective leadership development, aligned curriculum development, high quality teaching and learning, strong attendance, and high levels of pupil engagement and positive behaviour.
- Work with the Head of Data and Assessment to internal and external performance data including end of year outcomes, attendance data and exclusion data.
- Carry out risk assessments, through careful analysis of performance data to identify schools which may be 'at risk' of declining standards.
- Lead on the trust safeguarding support for schools ensuring that schools are compliant with current statutory guidance and Ofsted expectations.
- Carry out learning walks, reviews, work scrutiny, data checks, and data validation in schools supporting the work of headteachers in their responsibility for standards and school improvement.
- Secure the long-term success of the schools by maximising potential through the skills and resources held within each school and ensuring that the trust's school improvement strategy is effective in enabling continuous improvement in schools and at pace when necessary.

- Monitor, validate, and support school self-evaluation and school development planning; challenge outcomes and make recommendations for improvement.
- Provide support for all schools in preparation for Ofsted inspections including training for senior leadership teams and Local Governing Bodies (Academy Standard Committees)
- Tackle underperformance at all levels and support schools to make the necessary sustainable improvements at pace.
- Maintain and continually improve the quality of teaching and learning in schools by monitoring, challenging and remediating practice, as well as identifying opportunities for continual professional development
- Co-ordinate internal and external quality assurance mechanisms for schools, including external and internal reviews of standards, safeguarding, attendance, SEND, and inclusion.

Team Management

- Line manage and deploy the wider school improvement team, including the Head of Teaching & Learning, the Head of Data and Assessment, and the trust Education Welfare Officer.

Expectations of All Employees

- Contribute to and uphold the overall vision and ethos of Waterton Academy Trust.
- Recognise own strengths and areas of expertise and use these to inspire, advise and support others.
- Regularly review own practice, set personal targets, and take responsibility for own development, seeking training and support from other agencies.
- Promote teamwork, working in partnership to ensure effective working relations.
- Treat all stakeholders and colleagues with courtesy and consideration.
- Be aware and comply with all Waterton and Academy Policies at all times.
- To comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.

- To be aware of and support difference and ensure equal opportunities for all.
- To maintain a presence in local and national professional networks and through these, and other means, ensure a continuous overview of appropriate policies and developments to keep abreast of current and best practice.
- To prepare policy and review papers as required and requested.
- To participate in training and other learning activities and performance development as required.
- To maintain confidentiality at all times in respect of Academy related matters.
- Other duties commensurate with the grade of the post as directed by the CEO and DCEO.

Expectations of All Employees

- The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Responsibilities for Resources

Employees (Supervision): Head of Teaching and Learning; Head of Data and Assessment; Education Welfare Officer.

Financial: Oversee the school improvement budget, including resources allocated to external review and scrutiny.

Physical: Support school leaders to manage, monitor and review the range, quality, and use of all available resources to improve the quality of education, improve pupils' achievements, ensure efficiency, and secure value for money.

Customers & Clients

- Headteachers
- Trustees
- School staff
- External agencies and partners

Working Conditions

Office based with travel to all schools within the Trust.

Characteristics of the Post

Employees are encouraged to participate in training activities to enhance their own personal development.

The employment checks are required:

- Evidence of entitlement to work in the U.K.
- Evidence of essential qualifications – see job specification.
- Two satisfactory references.
- Confirmation of medical fitness for employment.
- Registration with appropriate bodies (where applicable).

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.



Benefits

- A comprehensive health and wellbeing package, prioritising your physical and mental health through SAS.
- Generous Annual Leave.
- An attractive pension scheme, ensuring your future financial security.
- Access to cycle to work scheme, promoting a healthy and eco-friendly commute.



Applicants are requested to submit a completed application form which can be downloaded from the recruitment page on the trust's website. **www.watertonacademytrust.org**

Completed applications are to be returned to **hr@watertonacademytrust.org** by the closing date.

Person Specification: Director of Standards

| Qualifications | Essential | Desirable | Assessed |
|---|-----------|-----------|--------------|
| Qualified Teacher Status | X | | AF / CQ |
| Evidence of further relevant qualifications in relation to school improvement, or working across a group of schools e.g. LLE, NLE, NPQEL | X | | AF / CQ |
| Evidence of continued professional development in education, leadership, or management | X | | AF / CQ |
| Post-graduate qualification in education or educational leadership | | X | AF / CQ |
| Ofsted Inspection Training | | X | AF / CQ |
| Experience | | | |
| Successful experience as a headteacher of more than one primary school, with a proven track record as a headteacher, particularly in contexts of high deprivation and high levels of SEND | X | | AF, I |
| Experience of working at a senior leadership level within a multi academy trust or local authority i.e. a multi-site organisation | X | | AF |
| A proven track record of leading rapid and sustainable school improvement in a school, or group of schools | X | | AF, I, R |
| Successful experience managing both Graded and Ungraded Ofsted inspections in a range of schools | X | | AF, I |
| Abilities, Skills, and Knowledge | | | |
| The ability to effectively communicate the trust's vision to key stakeholders and partners | X | | AF, I, P |
| Outstanding leadership skills and the ability to motivate a team | X | | AF, I and R |
| Up-to-date knowledge of current developments, national policy and statutory requirements relating to the primary and special phase of education | X | | AF, I, P, OT |
| A thorough understanding of the Ofsted inspection framework and recent experience of one or more good or outstanding Ofsted inspection(s) as a Headteacher or inspection team member | X | | AF, I, P, OT |
| A thorough understanding of the school improvement models and strategies that underpinned them | X | | AF, I, P |
| The ability to inspire, challenge and empower individuals at all levels to achieve high performance | X | | AF, I, P, OT |
| A thorough understanding of the principles of curriculum development and assessment | X | | AF, I, P, OT |
| A thorough understanding of safeguarding policy and practice | X | | AF, I, OT |
| The ability to lead, influence and manage change | X | | AF, I and R |
| Ability to identify and share best practice from inside and outside an organisation | X | | AF, R |
| Thinks creatively to solve problems and identify opportunities | X | | AF, R |
| Knowledge of Keeping Children Safe in Education and sound safeguarding practices | X | | AF, R, I |
| Ability to accurately analyse performance data, set targets and evaluate school performance | X | | AF, I, OT |

| Personal Qualities | Essential | Desirable | Assessed |
|---|-----------|-----------|----------|
| Visible and approachable, empathetic and enjoys engaging with children, staff, parents, and the wider community | X | | R |
| A commitment to the vision, guiding principles and strategic goals of the trust | X | | AF, I, R |
| Personal enthusiasm, resilience, stamina, and drive | X | | AF, I, R |
| Commitment to the safeguarding of vulnerable young people and adults | X | | R |
| A strong belief in inclusivity and a passion for the education of children | X | | R |
| High level of personal integrity and the ability to hold confidential information at all times | X | | AF, I, R |
| Excellent organisational skills | X | | AF, I, R |
| An understanding of health and safety requirements of a working environment and willing to fully implement all aspects | X | | AF, I |
| An understanding of equal opportunities issues and willing to positively promote equality, diversity, and inclusion within an educational context | X | | AF, I |

AF: Application Form

I: Interview

CQ: Certificates/Qualifications

R: Reference

OT: Occupational Task

P: Presentation

Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. The trust has policies and procedures relating to safeguarding and child protection available on request.

Waterton Academy Trust follows safer recruitment processes which all applicants will be subject to. This includes the interview process containing questions about the safeguarding of children and the disclosure of criminal records and other vetting checks.

An enhanced DBS check is required for the successful candidates, this process is completed by an online third-party company. All successful candidates are required to join the DBS update service with an annual cost of £13.

The position is also subject to two satisfactory references. Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of the interview.

We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request.

Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.



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