



Leader of Academy Improvement

Candidate Information Pack



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A letter from Jennese Alozie, Chief Executive Officer



Welcome and thank you for your interest in becoming a Leader of Academy Improvement. This is an incredible opportunity to join our Trust” at this key point in its journey. We have developed a blend of high challenge and high support for our academy leaders, through our quality assurance processes and our innovative Education Development Team programme. This post is designed to provide our academy leaders with more focused and locally available support and challenge. You will be joining a team of leaders committed to the highest standards and sharing our common values.

As a Leader of Academy Improvement, you will be an integral part of the University of Chichester Academy Trust (‘the Trust’). You will work with the Trust CEO and Director of Standards and Effectiveness to support our academy leaders in pursuit of our strategic priorities. You will be responsible for ensuring delivery of the highest possible educational standards and create a high expectation culture in which pupils feel safe, valued and motivated to succeed. You will decisively work with the Senior Leadership Teams and staff in our academies, to continue to develop an engaging and enriching curriculum and effective pedagogic approaches.

Through our co-leadership model, you will also have a role in the future direction and leadership of education across the “Trust” schools and SCITT. To date, this has also meant that we have been able to ensure all pupils from Early Years to post 16 benefit from everything our strong and innovative Trust has to offer.

Leading our academy improvement programme is a unique opportunity for the right leader, whose passion for curriculum, learning and pedagogy will mean even more pupils and students can benefit from what it means to be a University of Chichester Academy Trust learner. We will work with you to ensure all our pupils, staff and communities understand what it means to *Achieve More; Challenge Thinking; and Shape Futures*.

As a family of schools and teacher educators through our SCITT and involvement in other school teacher development programmes, we remain passionate about the power of education to cause positive ripples across society and empower learners to take an active role in their lives and that of others. So, we look forward to welcoming you to our Trust family. You can find out more about our Trust in this information pack.

If you believe you have the ambition, passion, skills and expertise to make a significant contribution to our “rust and its communities, have a pupil-centred approach to learning and teaching, share our values and would like to join our innovative and dynamic educational family, we would love to hear from you.

I hope this information pack provides an insight to our Trust. We would be delighted to welcome you to visit one or more of our schools or our central office at the University, to get to know our Trust and see for yourself what an amazing opportunity this post offers. To schedule a visit please contact Phil Matthews, HR Manager on (01243) 793499.



Jennese Alozie
Chief Executive Officer

“The Trust’s vision to inspire young people, raise aspirations and transform life chances is shared by the school leaders and governors. Strong and effective relationships exist between trustees, the trust’s officers, governors and headteachers.”

About the University of Chichester Multi-Academy Trust

The University of Chichester Academy Trust ('the Trust') is uniquely placed to make a difference to the local education landscape. Schools who join our Trust do so because they wish to work with like-minded schools who have a shared passion for pupil centred learning, and a desire to work together for the benefit of the wider community that we serve. The Trust is a member of the Confederation of School Trusts and The Queen Street Group.

The Trust has 15 academies in its education family, based in Hampshire, Portsmouth and West Sussex, and a SCITT. Although we share the same vision and values, each of our academies have their own identity which defines them within their local community. The Trust is strongly committed to valuing the uniqueness of each school and governance, through local governing bodies. We offer:

Co-Leadership Approach

The headteachers of our academies all lead their own schools and contribute to the wider leadership of the Trust. Our headteachers have a key role in driving the policies and procedures of the Trust and in leading areas of strategy and projects across our academies.

A Shared Vision:

For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

A Shared Mission:

To create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning.

Achieve More, Challenge Thinking, Shape Futures

The collective strategic priorities of the Trust are outlined below. The Trust's Education Development Team have developed a programme, with the University of Chichester, to support all teachers, ensuring evidence-informed practice and professional enquiry promote and meet the strategic priorities.

Learning and Society

Ensure our curriculum offer allows all of our pupils to achieve more and identify with their school community and society as they journey through each of our schools and work closely with our University sponsor.

Strategic Leadership

Develop the leadership capacity and impact of our staff so that they are professionally developed in line with our Trust ambitions and their professional learning pathway.

Collective Responsibility

Invest in and support our staff so that they collaborate to strategically raise the standards all pupils reach and embed evidence-based practices that have an impact on pupils' learning and identity.

Trust Identity

Ensure our Trust identity and narrative, including our Equality, Diversity and Inclusion commitment, is known to our communities within and outside of the Trust, so that they see, help shape and benefit from being part of the University of Chichester Academy Trust.

Academy Improvement in the Trust

Our vision is for all young people to be inspired by an excellent education, raising aspirations and enriching lives. Our deep roots in educational research, teacher development and social justice mean we find innovative ways to create excellence. Our Education Development Team works within the University's Outstanding Institute of Education and in our academies supporting delivery of:

- learning and society – a curriculum enabling pupils to achieve more with a strong sense of community;
- strategic leadership – developing leadership capacity/impact;
- collective responsibility – supporting strategically-planned staff collaboration, raising standards, embedding evidence-based practices.

This programme provides access to curated academic research, structured opportunities for practitioner research and support for curriculum development:

- developing impactful pedagogies;
- building collective curriculum knowledge, improving leadership/management of inclusive, equitable and diverse offers;
- ensuring all pupils, particularly the most disadvantaged, have strong, secure core and foundation subject knowledge.

Developing confident, aspirational learners, we will promote emotional, mental and physical well-being. Supporting positive dispositions and a strong sense of self, enables all learners to flourish, realising their potential.

Our systems for monitoring performance and standards for individual pupils and the school as a whole.

Well-established monitoring systems include ambitious pupil targets, with whole-Trust focus on raising standards and pupil attainment/achievement at individual and cohort level – typically at the top 5th percentile of similar schools. Data is used intelligently and creatively, informing teaching and raising pupil attainment/achievement. Our accountability structures are woven through classroom teacher, academy leaders, central team, local governing bodies and Trust Board.

We use a blend of independent external assessment, central team members and peers to quality assure performance, set regular new aspirational targets and engage in rigorous, robust self-evaluation. Setting Ofsted-aligned key performance indicators (KPIs) ensures our academies' success and includes absolute and comparative measures. Governance structures focus on how successfully leaders achieve and exceed contextual targets.

How do we ensure that the curriculum and performance meet the needs of all pupils?

Our academies have control over their own curriculum, but increasingly we are using the power of our collective endeavour to improve the curriculum for all pupils. We all use the same systematic synthetic phonics programme, Little Wandle. In 2023 we began designing our own curriculum. Expert groups of teachers have worked alongside each other to agree what learners in each subject should look like and map out a journey from YR to Y11 and beyond in the substantive and disciplinary knowledge within each subject. This 'skeleton' is now entering another iteration, where we are identifying what pedagogies are most successful and how adaptation might help everyone achieve.

Personal development is a strength of our academies through our emphasis on outdoor learning and play using schemes like Forest Schools. For example, the Outstanding, coherently planned personal development programme at Bordon Junior which includes school leadership opportunities and a wide range of enriching and inspiring experiences.

Our approach to providing extended learning opportunities outside the normal school day.

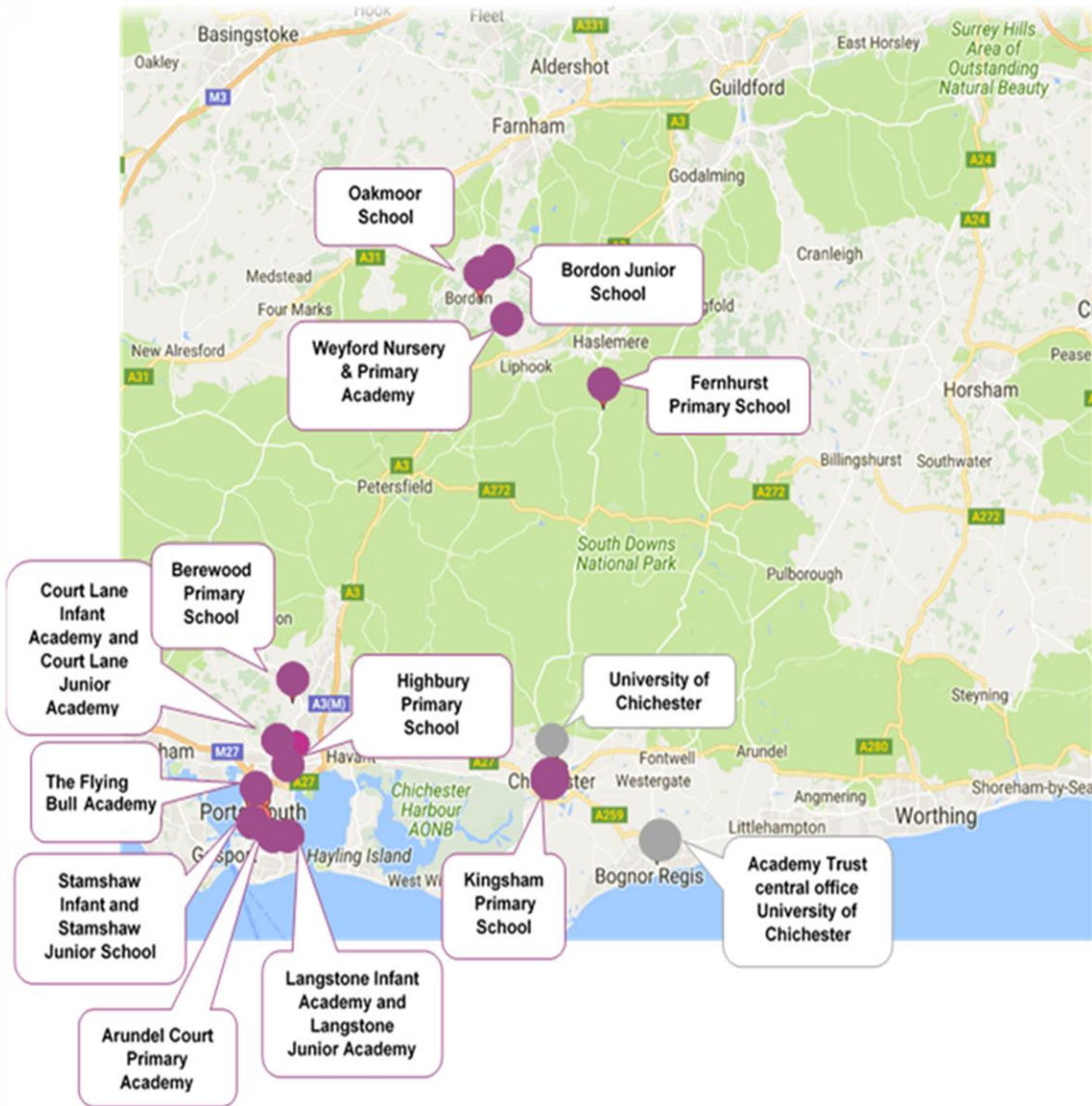
As a Trust we enrich our pupils' and communities' experiences through a substantial, varied wrap-around offer, complementing the formal curriculum with extended day programmes; a broad range of activities, including study support and family learning. We support our communities, working closely with pre-school providers and after school community child-care, seeking out opportunities for community capacity building.

How do we ensure strong leadership, management and governance?

Ethical leadership aligned to Nolan principles is the critical factor in developing outstanding schools; we grow leaders, providing tailored support, creating robust succession, through CPD, mentoring/coaching, opportunities for acting-up/secondment. Our co-leadership model ensures synergy of strength: Trust leaders are active local systems leaders, working closely with other schools locally/regionally, engaging in collaborative, cross-Trust working including peer enquiry. Academy leaders drive the strategic development of the Trust, informed by feedback and engagement from stakeholders. Headteachers and Chairs of governors play important Trust leadership roles. Our robust governance structure includes delegated decision-making to committees.

Our Board uses detailed qualitative/quantitative data, makes accurate performance judgements and robust strategic decision-making is evidence-based. For effective accountability, the Trust senior staff support our academies' governing bodies.

The Trust Family



Job Title: Leader of Academy Improvement (Primary)

Pay Range: SPR £66,857 - £73,040

Reports to: Director of Standards and Effectiveness

Location: Working across Trust academies

Function of the post:

Contributing to the wider Trust Vision and Aims, you will take the lead in academy improvement activity across a partnership of academies/phase of schooling.

Responsibility for ensuring education standards consistently improve across all our academies, particularly for pupils from disadvantaged families and that our curriculum inspires all our pupils, raises aspirations, improves attainment and enriches lives.

Principal Accountabilities:

- Working across the academies in conjunction with the Trust Senior Leadership at all levels, to secure improvements to curriculum and pedagogy.
- Ensure academies secure the best possible inspection outcomes given their starting points.
- Raise standards for all pupils, but particularly those who come from our most disadvantaged communities.
- Hold leaders to account for pupil outcomes with Local Governing Bodies and Trustees.
- Provide cover for leadership or co-leadership in any of our academies as required.
- Provide reports on monitoring and statutory reporting as required by the Trust Board and Executive leaders.
- Undertake and co-ordinate quality assurance and performance review activities across the Trust, including monitoring of curriculum, assessments, and performance of leaders, including Headteachers.
- Play a leading role in the wider success of the Trust by supporting its culture, ethos and vision and policies.
- Coordinate the work of the Education Development Team across the partnership to secure a curriculum which delivers strong outcomes.
- Work with leaders across the Trust, including Finance and Human Resources to ensure resources are used most effectively to secure good outcomes for all pupils.
- Develop commonalities in curriculum, assessment and pedagogy, informed by evidence, where they will lead to improvements in the attainment of pupils.
- Work with the Chief Executive Officer, Director of Standards and Effectiveness, Head of Training and Development to provide a cohesive delivery of our strategic priorities.

- Contribute to the development of education policy through drafting or co-ordinating policies.
- Keep up-to-date with current educational research and use this to support practitioner research in our academies.
- Contribute to wider academy improvement work, including that commissioned externally for non-Trust schools, within our partner Local Authorities or regional and national organisations.
- The duties contained within this job profile should not be regarded as exclusive or exhaustive and you may undertake a range of other duties appropriate to the salary grade and in line with the context of your role. In consultation, the Trust reserves the right to update your job profile to reflect changes in, or to, your post.

University of Chichester Academy Trust:

The “Trust’s” vision is “For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives”, and it is our mission “To create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning...”

With a supportive and collaborative approach, it is expected our academies are actively engaged and contribute to the work of the Trust; have a shared vision and work within the requirements of the Trust whilst retaining and developing the academy’s own identity.

Equality and Inclusion:

The “Trust” believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support

this the Trust has a number of policies that you should ensure you are familiar with and compliant to. Any breaches may lead to termination of employment.

Right to Work:

British Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. Please advise if you require any guidance or further information.

Health and Safety:

You are responsible for ensuring that workplace responsibilities within the Section are carried out with full regard to, and in support of, the “Trust’s” Health and Safety Policies.

Sustainability and Environment:

The “Trust” is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of regional and local environmental issues. The “Trust” will support the academies in continuously seeking to find ways to improve their environmental performance and all staff are required to support these aims.

Data Protection:

You will be responsible for conducting activities in compliance with the requirements of current Data Protection Legislation and the Employment Practices Data Protection Code, especially concerning confidentiality, treatment of personal information and records management.

Safer Recruitment:

The “Trust” is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment.

Person Specification

Essential (**E**) requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable (**D**) requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

	E	D	Evidence
Knowledge and Qualifications			
Degree, QTS and evidence of continual professional development such as a relevant higher degree, and/or accredited study relevant to the post, ideally NPQH	✓		Application Interview
Current knowledge of the National Curriculum and developments in educational research relevant to curriculum design and pedagogy	✓		
Understanding of assessment relevant to the primary phase	✓		
Up-to-date knowledge of safeguarding relevant to schools	✓		
Understanding of Ofsted's Education Inspection Framework as a senior leader in a successful inspection, or as an inspector	✓		
Specialist knowledge of SEND		✓	
Skills			
Ability to communicate verbally and in writing, effectively with stakeholders, including Headteachers, Trustees, Governors, teachers and professional services staff	✓		Application Interview References
ICT skills that enable efficient and effective undertaking of the tasks expected in the role	✓		
Evidence of strong leadership qualities that enable effective management of change	✓		
Ability to analyse data, report on outcomes and use it to identify appropriate courses of action	✓		
Networking skills that build a professional learning culture, value a range of contributions and develop participation from all stakeholders	✓		
Evidence of successfully managing complex lines of accountability.		✓	
Experience			
Strong primary classroom practice as evidenced by outcomes over time in the relevant phase(s).	✓		Application Interview References
Successful introduction of significant curriculum change	✓		
Demonstrable evidence of effective collaborative working on curriculum development	✓		
Evidence of accurate use of quality assurance frameworks, for example EIF, statutory assessment, quality marks, audit tools.	✓		
Have worked across different schools/organisations other than those within which they are accountable (for example providing school-to-school support or mentoring)	✓		

Has contributed towards effective school improvement planning at whole-school level or above	✓		
Experience and evidence of impactful leadership at Senior or Headship level over a sustained period of time	✓		
Experience of working on curriculum development across other phase(s).		✓	
Personal Attributes			
Strong work ethic with a high level of commitment to the whole Academy community and a flexible approach	✓		Interview References
Commitment to equality that raises aspirations for all, challenges prejudice and assumptions and promotes integration, celebrating the diversity of multicultural Britain	✓		
An ability to foster an open, innovative, equitable culture, dealing with difficult decisions or situations in a timely manner, making reasoned judgements, conveying conclusions clearly, positively and sensitively	✓		
Welcomes accountability to a wide range of groups, forms constructive relationships with all and understands the importance and value of engaging with parents, carers and the wider community	✓		
Committed to excellence in learning and teaching, whilst enabling the academic, spiritual, moral, social, emotional and cultural development of pupils, recognising and valuing the richness and diversity of pupils needs and the school communities	✓		
Self-reflective and responsive to feedback from a range of sources that help to identify and inform future decision making	✓		
Enthusiastic, approachable and optimistic, with the presence to inspire confidence and trust, enabling others to feel empowered and motivated to achieve high goals.	✓		

Privacy Statement

The University of Chichester Academy Trust ('the Trust') collects information about you in order to provide you with recruitment and employment services. We will use this information for the recruitment and selection process and, if successful, to activate employment with the Trust.

The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering into a contract and is necessary for the Trust to comply with a legal obligation.

The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.

We will keep your personal information for six months following the interview date if you are not successful, and for the duration of your employment plus six years if you are successfully appointed.

You have some legal rights in respect of the personal information we collect from you. Please see the Trust's website for further details on their privacy notice and data protection policy.

You can contact the Trust's Data Protection Officer at unicat.org.uk if you have a concern about the way the Trust collects or uses your data.

What We Offer You

For your career

- An opportunity to lead across a number of academies
- A strong commitment and support for your personal leadership journey
- A strong and supportive Trust Board determined to do the best for our communities
- The opportunity to join the Trust's Leadership Team to make a difference as we drive system improvement in a changing world
- Comprehensive central support, advice and guidance, to enable you to lead progress in curriculum and pedagogy.

To be part of something bigger

- A collaborative Trust, which inspires innovation and the motivation for leaders to influence and shape the strategy of the wider Trust and the educational landscape
- Partnership with the University of Chichester, with over 180 years of experience in the training of teachers, for research, specialist support, training and academic study
- Opportunities to work with senior leaders and academy staff across the Trust, who are committed to a shared set of values.

To make a difference

- To be part of a team that makes a real difference to the life chances of our children and young people
- Contributing to the creation of a culture and environment in which staff feel valued, are inspired and work in buildings which promote and enhance child progress and learning.

Other staff benefits

- Local Government Pension Scheme
- Extensive employee assistance provision including 24/7 telephone helpline and counselling
- Lifestyle health and wellbeing programme
- Access to an extensive personal development programme
- Access to the University's vast Library resources
- Access to the National College resources
- Generous leave entitlement
- Employee Discounts platform, saving £££'s on a range of goods and services
- Cycle to Work Scheme
- Eyecare Voucher Scheme
- Relocation allowance, if eligible
- Security of knowing you are joining an organisation whose sponsor has been promoting education for more than 180 years and was awarded by Ofsted, Outstanding for teacher training.

Application Procedure

Candidates should complete the application form which can be downloaded from the Trust's website www.unicat.org.uk/find-job and return it so that it is received no later than Monday 16th September 2023 at 5.00 p.m.

University of Chichester Academy Trust
HR Department
Arran House
Bognor Regis Campus
Upper Bognor Road
Bognor Regis, PO21 1HR

T: 01243 793499

E: unicathr@chi.ac.uk



Application Form Completion

When completing the application form please refer to the Job profile and particularly the Person Specification in the context of the accountabilities. Please detail in the application form how you believe your experiences and this role will contribute to our Trust Vision and Mission.

You should provide examples which evidence how you believe your knowledge and qualifications, skills, experience and personal attributes, either at work or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Profile.

CV

You may submit a separate sheet detailing your qualifications and previous employment. All other information requested should be contained within the application form.

If there are any dates unaccounted for you should detail the reasons in the relevant field on the application form.

Selection Procedure

The shortlist will be completed shortly after the closing date and successful candidates will be invited to a selection process.

Failure to send your application form to the above address may invalidate your application.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the Central HR team on the number above.

Support

If you have any specific support or adjustments that you would like the Trust to consider or arrange for you, please contact either Phil Matthews, HR Manager, P.Matthews@chi.ac.uk who will be pleased to assist.

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