



CANDIDATE INFORMATION PACK

SUPPORT & CHALLENGE
PARTNER (PRIMARY)

FROM THE CHIEF EXECUTIVE

Thank you for your interest in working with us at River Learning Trust. You will see from our website that we are a flourishing multi-academy trust, and we are continuing to grow as like-minded schools choose to join us.

Support and Challenge Partners (SCP) play a vital role in our ability to deliver our vision so that working together within the Trust will deliver the best possible experience for our children, young people and colleagues.

The post holder will work closely with the Director of Education (Primary), the Deputy Director and two other support and challenge partners as part of a close knit central team providing support and guidance to headteachers, senior leadership teams, teachers and support staff.

The postholder will have had successful experience as a headteacher and, ideally, experience in providing systemwide school improvement. As well as supporting a group of schools, we aim for the postholder to take

a specific strategic leadership role to further improve primary outcomes at the end of KS2 in either English or mathematics across primary schools.

We ask a lot of the people who work for us, and we think we offer a lot in return. Most importantly we have a real commitment to training and professional development for everyone who works for us. It's busy, it's stretching and it's incredibly rewarding.

If you are passionate about supporting schools to become 'better, faster together' and the life-changing difference it can make for pupils in our schools, then this post is for you. We would love to hear from you.

If you have any questions, email the Director of Education (Primary), Fiona Henderson, at fhenderson@riverlearningtrust.org

Thank you again for your interest and we look forward to hearing from you.

Paul James
Chief Executive



RIVER LEARNING TRUST

ABOUT US

River Learning Trust (RLT) is a multi-academy trust responsible for 19 primary and nine secondary schools, including a Teaching School Hub and a school centred initial teacher training (SCITT) provider within Oxfordshire and east Swindon.

Our schools and SCITT are united by their commitment to the principles of the Trust and a common belief in the benefits of everything that is gained by working together.

OUR PRINCIPLES

The River Learning Trust is a community of children, young people and adults with shared principles. These principles are:

- **Commitment to Excellence;** striving for the best educational experience through continuous improvement
- **Everyone Learning;** creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning
- **Respectful Relationships;** acting with care, integrity, and fairness in all we do.

OUR VISION

Education has the power to change lives, communities and society for the better. At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone.

Our vision is for our schools and SCITT to improve rapidly, continuously

and sustainably: to be better faster together.

Our 'Why?' is that children and young people 'only get one go' in school and that our schools should improve faster and be better as part of RLT to ensure the best possible education for our pupils.

Our 'How' is through the highest possible support and challenge for our schools and each other, underpinned by our three principles.

We work in a culture of 'aligned autonomy' to empower colleagues in schools to perform well; we rarely direct from the centre but rather support leaders and other colleagues to do their work exceptionally well in their own context.

THE POWER OF PEOPLE

High-performing organisations have the right organisational culture, effective processes and well-trained, motivated colleagues in the right roles.

We focus a great deal on people and the importance of continuous professional learning and development.

This role provides an excellent opportunity to impact development and improvement across all of our schools.



OUR SCHOOLS AND SCITT

We educate more than 12,000 pupils and have around 1,700 colleagues working in the Trust. The SCITT trains more than 100 trainees in Oxfordshire, Berkshire and Wiltshire

SECONDARY SCHOOLS

Cheney School
Chipping Norton School
Gosford Hill School
Kingsdown School
The Cherwell School
The Marlborough CofE School
The Oxford Academy
The Swan School
Wheatley Park School

PRIMARY SCHOOLS

Barton Park Primary School
Bayards Hill Primary School
Beckley CofE Primary School
Charlbury Primary School
Cutteslowe Primary School
Edith Moorhouse Primary School
Garsington CofE Primary School
Horspath CofE Primary School
Larkrise Primary School
Madley Brook Primary School
Middle Barton Primary School
New Marston Primary School
Rose Hill Primary School
Sandhills Primary School

Seven Fields Primary School
Tower Hill Primary School
Witney Community Primary School
Windrush CofE Primary School
Wolvercote Primary School

SCITT

OTT

TEACHER SCHOOL HUB

Oxfordshire Teaching School Hub
(The Cherwell School)

Please visit our website: www.riverlearningtrust.org. Here you will find more information about the Trust, our history, our schools and SCITT, our approach, and our people. In particular please read our Report to Stakeholders: December 2023

ABOUT THE ROLE

As a 'Support and Challenge Partner' for our primary schools, you will be a member of RLT's Central Team. The focus of the role is working alongside school leaders and other staff to ensure that the pupils in our schools achieve as highly as possible. We believe that pupils 'only get one chance' in school and we work to maximise educational opportunities and outcomes.

As an SCP, you will have been a successful, experienced headteacher: you will have a strong understanding of what drives impactful school improvement and know the importance of school culture in enabling pupils to thrive and reach their full potential. You will be skilled in delivering support, challenge and feedback to leaders and other staff, retaining and displaying hope and optimism for what is possible for our primary pupils and how that may be achieved.

A significant part of this role will be to lead on the improvement of pupil outcomes at the end of KS2 in either English or mathematics. Ideally, you will have had experience in leading system-wide improvements and understand

how this may be successfully achieved across our wide-ranging primary schools.

You will be working closely as a member of our Primary Education team, reporting directly to the Director of Education (Primary): you will have the support of like-minded colleagues from within the Central Team as a whole and amongst our schools and their leaders.

This is an exciting time for River Learning Trust. The Trust currently consists of nine secondary schools, 19 primary schools (with two more set to join in the near future) and a SCITT provider.

We are looking to appoint to the equivalent of a full-time post, but recognise the benefits of flexible working and would consider making multiple part-time appointments. If you wish to be considered as a part-time candidate, please make this clear within your personal statement on your application.

For further information about the post, please contact Fiona Henderson, Director of Education (Primary), at fhenderson@riverlearningtrust.org



JOB DESCRIPTION

Job Role: Improving the quality of education provision in schools within the Trust

Responsible to: Director of Education (Primary).

Salary: L18 (£71,729) plus R&R for an exceptional candidate.

Contract Terms: Full-time and permanent (option for multiple part-time appointments).

Location: Primary schools across River Learning Trust with some opportunities for home-working.

Disclosure Level: Enhanced DBS.

KEY CONTACTS

- Director of Education (Primary)
- School Support and Challenge Partners
- Headteachers
- Chief Executive
- Chairs of Governors

JOB PURPOSE

Support and Challenge Partners provide professional challenge and support to a number of schools within the Trust by:

- helping individual schools, leaders and teachers to enhance their practice and improve outcomes for children and young people
- adhering to the principles and culture of the Trust; excellence, everyone learning and respectful relationships
- acting as a trusted, critical professional colleague to the schools, helping them lead, evaluate their school's performance, identify priorities for improvement and plan effective change
- fostering a professional community of practice by carrying out agreed research and development tasks to support school and Trust priorities
- helping build capacity to support the improvement of the breadth of educational outcomes valued by schools and the Trust
- providing challenge and support for the governors and senior leadership team in the schools.

AREAS OF RESPONSIBILITY

- Discuss and assess a school's self-evaluation, quality assurance processes and school improvement plan against available evidence, and support and challenge the effectiveness of these
- Discuss the school's priorities and any targets for the coming year, to ensure that they are ambitious but realistic and focused on all pupils progressing and the principles and values of the school and Trust
- Provide an objective review of the school's performance including considering its most recent national test results, trends over time and information on other pupils' achievement and well-being, and analysing the evidence for the school's improvement
- Identify areas of strength and weakness and scrutinise the progress made by different groups of pupils to ensure that success for some does not hide failure of others, with a sharp focus on disadvantaged pupils and those with SEND
- Research and advise the school on resources and strategies that fit priorities.
- Challenge the school where necessary, particularly on its capacity to improve and whether it is focusing on the most important priorities for improvement and development.
- Discuss, identify, research and secure relevant school improvement support from both within the Trust and wider networks and ensure that this is appropriately managed.

- Report the outcomes of their work with the schools to a school's governing body, the headteacher, and the Director of Primary Education
- To take direct responsibility for the strategic improvement of either mathematics or English (TBD with postholder on appointment) across all RLT primary schools.
- To understand and work by the principles of collaborative professionalism in order to secure impact for collaborative work.
- Follow the Trust's Health and Safety rules and procedures and adhere to safeguarding principles.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

River Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal and professional qualifications required for the role.

GENERAL DUTIES

- Contribute to the overall ethos/work/aims of the River Learning Trust.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities/performance development as required.



PERSON SPECIFICATIONS

QUALIFICATIONS/TRAINING

- Qualified Teacher
- NPQH and/or relevant leadership qualification
- NLE/LLE/Pupil Premium Reviewer (desirable, not essential)

EXPERIENCE

- Strategic School Improvement
- Successful Headship
- Coaching, mentoring and leadership development
- Enabling and facilitating schools to manage change for education improvement, building capacity and raising standards
- Ofsted Inspector (Desirable, not essential)

KNOWLEDGE

Current knowledge and understanding of:

- School leadership, culture and change processes
- Curriculum design and pedagogy
- School self-evaluation and all relevant school data and information
- Education improvement (understanding the breadth of educational provision)
- School governance
- Partnership with parents and the community

ABILITIES

- Excellent communication skills (written and verbal)
- Excellent interpersonal skills, having a strong understanding of 'self' as well as others
- Analytical (school data, information and people and teams)
- To gain credibility with colleagues

PERSONAL QUALITIES

- Have a positive, enthusiastic outlook with the energy, drive, enthusiasm and determination to succeed
- Be proactive not reactive
- Be an avid learner
- Be calm under pressure of deadlines
- Be conscientious with a strong eye for detail
- Good at building supportive and productive professional relationships with colleagues