



# **School Improvement Lead Attain Academy Partnership**

## **Job Description**

## ***Introduction from the CEO***

I am delighted to be CEO of Attain and Director of the Chelmsford Teaching Schools Alliance (CTSA), and it is wonderful to work with talented and conscientious staff and trustees who have the outcomes for all our children at heart.



Attain Academy Partnership is a multi-academy trust formed in 2016. Our vision is to create a community of outstanding academies with the highest aspiration and dedication to achieving the best outcomes for all our learners.

The dedicated staff across all our academies form a team, which is creative, collaborative and supportive of one another, enabling the sharing of expertise and opportunities for outstanding professional development.

Attain Academy Partnership is so-named because we believe that committed, co-operative, professional partnerships will secure the best outcomes for all pupils in the future. Attain is committed to delivering high quality educational provision across all our academies whilst reflecting and responding to the individual needs of local communities.

Our aim in all our academies is to ensure that every child is a happy and successful learner, a confident individual and a responsible citizen who can develop their skills, abilities, talents and interests in order to fulfil their true potential and achieve what they want to do.

Our ethos is to grow a collaboration of academies that work together with a shared desire to be innovative, inclusive and inspirational.

### **Our Aims and Ethos: 'Working together towards success for all'**

- An unshakeable belief in the intrinsic value of every individual within our community based on mutual respect.
- A moral code and high behavioural expectations, which are based on Christian values, recognise, and respect those beliefs held by different denominations.
- Exciting and creative climates for learning within a safe and supportive environment.
- Sustainable collaboration and sharing of best practice.
- Personal and professional development for all members of staff.
- Accountability based on honesty and responsibility in all our relationships.

### **We believe:**

- That every pupil deserves a good education that enables them to be the best they can possibly be.
- That every individual in our community of academies (our pupils, staff, families and friends) is important and has something to contribute.
- In building an exciting and creative climate for learning within a safe and supportive environment.
- In working together and sharing best practice.
- In ensuring the personal and professional development for all members of staff so that they have a rewarding and a fulfilling career within our community of academies.
- In accountability based on honesty and responsibility in all our relationships.

### **Every pupil can expect to:**

- Experience a caring and supportive culture in which every individual is safe and can thrive.
- Build positive relationships with the staff in their academy.
- Experience an aspirational culture in which we refuse to accept barriers to achievement.
- Have ambitious targets and access to appropriate resources to support their learning.
- Meet and talk with our staff regularly about their learning and progress.
- Learn within the classroom with appropriate support and to receive extra help when necessary.
- Have their learning and progress and that of their peers effectively tracked.
- Experience peer-to-peer support within the classroom rather than having total reliance on adults.

**Learning will:**

- Embrace creative and innovative approaches that engage all learners.
- Reflect planning between experts and teachers to ensure the accessibility of the work.
- Have pace and a continuous focus on progress both academic and social.
- Use modern technology and the virtual learning environment to ensure relevance in the 21<sup>st</sup> century.
- Be personalised so it is relevant to each pupil and ensure challenge.
- Be tailored to the needs of key groups, for whom appropriate programmes of study will be devised.
- Reflect a balanced but challenging curriculum.
- Enable progress to higher education and/or employment.

**Collaboration will ensure that:**

- The areas of greatest need are well supported and show rapid and sustained improvement.
- The Trust produces flexible and experienced professionals capable of career progression.
- Staff within the Trust are well-supported and receive an excellent introduction.
- Resources are shared, and economies of scale are achieved.

**Professional development will:**

- Deliver outstanding professionals to work across our trust.
- Ensure that all teachers remain at the forefront of creative and innovative practice.
- Be tailored to meet different standards and needs.
- Focus on outstanding teaching and learning and on developing future leaders who impact on Trust improvement and outcomes.
- Support the needs of our pupils and take account of the stage of development of each academy.
- Be delivered by inspirational experts.
- Enrich collaborative and reflective working relationships between and within the Trust.

**Accountability:**

- Pupils and staff will understand what they must achieve and how to do this.
- Performance will always be measured against the most ambitious targets.
- Pupils and staff will be held to account for their targets and progress towards them.
- Pupil premium will be used to accelerate the progress of vulnerable pupils.
- Every member of staff will undergo performance management regularly.
- Good and outstanding teaching will be the norm.
- Leaders are proactive in addressing issues and timely, appropriate interventions will be honest and based on objective information.
- Local governing bodies will know their academies and hold them to account.

The post outlined in this job description is a key role within the Trust and the person fulfilling the role is expected to achieve the core principles as defined above.

CEO: Susannah Edom-Baker

## ***Pay and Conditions***

This is a permanent position, full time.  
Based at one of our Essex schools.

In order to reflect the demands of the post, the salary will be within L8 - 21 depending on experience.

## ***Leadership Structure***

The structure of the current Senior Leadership Team is as follows:

CEO  
CFO  
COO  
Two Business Managers  
Headteachers/Heads of Schools

The governance structure consists of:

Members (five in number)  
Trust Board – up to 12 trustees including a Chair and Vice-Chair of the Trust Board  
Local Governing Bodies – One per academy.



# Specific Job description – School Improvement Lead (Teaching & Learning)

## Role

The post-holder will work with the CEO and school head teachers/heads of school to lead on the teaching and learning improvement strategies across the trust. This post will be supported by Lead for School Learning and Development and the School Excellence Adviser who aim to ensure that teaching and learning in the schools is on a trajectory to be judged outstanding in the next few years.

## Key Responsibilities:

- To drive school improvement by leading on effective trust-wide teaching and learning strategies, primarily across the trust;
- To work collaboratively to support head teachers and leadership teams to accurately evaluate the quality of teaching and learning. To derive and implement appropriate support and challenge packages that lead to improved, high quality performance;
- To role model best practice as an outstanding teacher, sharing this across the region and working in collaboration with the Teaching School to provide professional development;
- To link with the CEO, Lead for School Improvement and Development and the School Excellence Adviser to ensure consistency in school improvement across the Trust.

## Job Description:

- To drive school improvement across all academies within the Central region by working in partnership with the CEO, headteachers/heads of schools and school-based teaching and learning leads, and subject specialists in individual academies;
- Create and lead a framework of improvement strategies that can be implemented and monitored across the region;
- To act as the link in all our academies to ensure that planning, teaching and learning and progress of pupils are on a clear trajectory towards outstanding;
- To support the head teachers in the setting and implementing of challenging targets for individual teachers where appropriate;
- To monitor the progress of any plans through visits, observations, the monitoring of current data and discussion with teaching staff;
- To ensure timely intervention takes place when underachievement or poor progress is identified and model the school improvement process with school leaders to build resilience;
- To support the school leads responsible for training, mentoring and coaching of teaching staff as required to ensure progress and development are targeted where appropriate;
- To ensure consistency and coherency of curriculum intent and implementation across the schools;
- Ensure that the CEO, head teachers/heads of schools, Lead for School Improvement and Development and the School Excellence Adviser are kept informed of the progress of individual schools and any challenges which may arise, in order to carry out targeted intervention as required;
- Liaise with the CEO, Lead for School Improvement and Development and the School Excellence Adviser to share best practice methodologies and resources. Ensure there is consistency in the quality of education provision across the MAT. Ensure that a coherent approach to teaching and learning is adopted across the MAT.

## In addition, you will:

- Support the delivery of the trust's improvement strategy;
- Ensure lines of communication are clear with schools and appropriate members of the team;
- Follow the trust's policies and procedures at all times;
- As required by the CEO, represent the trust at meetings with Ofsted, local authorities and other colleagues and organisations;
- Prepare, complete and distribute reports as required for the CEO and trustees;

- Work with other academy colleagues to secure stakeholder engagement as required;
- Manage resources and risk effectively in accordance with trust procedures;
- Demonstrate a positive commitment to equality and diversity;
- Contribute to building the trust culture and team ethos;
- Contribute to the development of the trust strategic plan;
- Support the development of the trust's ethos within the team, across the network and within the wider community;
- Manage staff as appropriate to their specific area of responsibility;
- Any other duties commensurate with the role.

Attain Academy Partnership expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the role, duties and responsibilities.

### **Reports to**

CEO / chair of trustees

### **Data protection**

- Being aware of the Trust's responsibilities under the Data Protection Act 1984 and all subsequent legislation and/or regulations for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this.
- Maintaining client records and archive systems, in accordance with departmental procedure, policy and statutory requirements.

### **Confidentiality**

You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the Trust's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

### **Equalities**

The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

### **Safeguarding Children and Safer Recruitment**

The Attain Academy Partnership Trust is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

### **An ENHANCED DBS check is required for this post.**

This Job Description is subject to annual review and alterations may be negotiated to reflect the changing needs of the school.



## Person Specification

	Detail	Essential	Desirable
<b>Qualifications &amp; Experience</b>	<b>Specific qualifications &amp; experience</b> <ul style="list-style-type: none"> <li>Qualified teacher status (as recognised by the department for education).</li> </ul>	√	
	<b>Knowledge of relevant policies and procedures</b> <ul style="list-style-type: none"> <li>Knowledge and understanding of the role and responsibilities of senior leaders and governing bodies within primary schools.</li> <li>Experience of previous or current responsibilities within a successful senior management team. Substantive experience in a head of school, deputy or assistant head role is desirable.</li> <li>Experience of successfully leading team's staff deliver improvements and initiatives.</li> </ul> <p>The ability to:</p> <ul style="list-style-type: none"> <li>Think strategically and to plan effectively in both the short and long term;</li> <li>Embrace, lead and manage change effectively within an organisation;</li> </ul> <p>Inspire, motivate and support pupils, staff, parents and carers, governors and the wider community about the work of a school;</p> <ul style="list-style-type: none"> <li>Engage effectively and collaboratively with school governors, encouraging others to do the same;</li> <li>Consult, seek advice and be pragmatic when making decisions;</li> <li>Motivate a body of staff and maintain their resilience in the face of adversity;</li> <li>Communicate effectively with, listen to, and learn from pupils, staff, parents (and carers), governors and other members of the community;</li> <li>Promote the professional development of all staff.</li> <li>Basic knowledge of First Aid and good understanding of the School</li> <li>Understanding the expectations in the new Ofsted Framework about what makes an effective school.</li> <li>Understanding of school self-evaluation and the processes involved in becoming an effective self-evaluating school.</li> <li>Understanding of school finance and budgets.</li> <li>Understanding of effective performance management processes for staff.</li> </ul> <p>The ability to:</p> <ul style="list-style-type: none"> <li>Work co-operatively with a range of external agencies within a local area and beyond;</li> <li>Delegate and manage staff workload effectively;</li> <li>Devise and implement effective measures for the performance of the school using inspection reports, data and research and to keep these measures under systematic review;</li> <li>Use management information systems, in particular, it systems to drive school improvement. Knowledge of an it system for school administration;</li> </ul>	√	  √    √

	<ul style="list-style-type: none"> <li>Manage finance efficiently in accordance with the agreed priorities and delegated authority of the school; and pursue additional funding and resources for the benefit of the school community.</li> </ul>		
	<b>Technology</b> <ul style="list-style-type: none"> <li>Good working knowledge of ICT to support learning.</li> <li>Robust knowledge and understanding of recent developments and legislative changes in education and how these impact on the leadership and management of a primary school.</li> <li>Commitment to raising the academic and personal achievement of pupils significantly and to holding.</li> <li>High expectations of all children.</li> </ul> The ability to: <ul style="list-style-type: none"> <li>Promote a positive ethos and pride in a school and its physical environment together;</li> <li>Develop and maintain high standards of behaviour among pupils;</li> <li>Raise standards and improve achievement; Innovate to make learning inspiring, engaging and fun for pupils.</li> </ul>	√ √ √ √	
<b>Communication</b>	<b>Written</b> <ul style="list-style-type: none"> <li>Ability to write detailed reports, letters.</li> </ul>	√	
	<b>Verbal</b> <ul style="list-style-type: none"> <li>Ability to use clear language to communicate information unambiguously ability to listen effectively.</li> </ul>	√	
	<b>Languages</b> <ul style="list-style-type: none"> <li>Specialist language/communication skills if appropriate.</li> </ul>	√	
	<b>Negotiating</b> <ul style="list-style-type: none"> <li>Ability to negotiate effectively with adults and children.</li> </ul>	√	
<b>Working with children</b>	<b>Behaviour Management</b> <ul style="list-style-type: none"> <li>Ability to demonstrate effective implementation of the school's behaviour management policy and strategies, which contribute to a purposeful learning environment.</li> </ul>	√	
	<b>SEND</b> <ul style="list-style-type: none"> <li>Successful completion of training to support SEND if appropriate.</li> </ul>	√	
	<b>Curriculum</b> <ul style="list-style-type: none"> <li>Detailed understanding of the school curriculum.</li> <li>Good working knowledge of specialist curriculum area(s) if appropriate.</li> </ul>	√ √	
	<b>Child Development</b> <ul style="list-style-type: none"> <li>Detailed understanding of child development.</li> <li>Ability to assess progress performance and recommend appropriate strategies to support development.</li> <li>Motivate, inspire and have high expectations of pupils.</li> </ul>	√ √ √	
	<b>Health &amp; Well being</b> <ul style="list-style-type: none"> <li>Understand and support the importance of physical and emotional wellbeing.</li> </ul>	√	
<b>Working with</b>	<b>Working with partners</b>		



<b>others</b>	<ul style="list-style-type: none"> <li>Ability to make a proactive contribution to the work of the team supporting children, their families and carers and contribute to group thinking, planning etc.</li> </ul>	√	
	<b>Relationships</b> <ul style="list-style-type: none"> <li>Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults.</li> </ul>	√	
	<b>Team work</b> <ul style="list-style-type: none"> <li>Ability to work effectively with a range of adults.</li> </ul>	√	
	<b>Information</b> <ul style="list-style-type: none"> <li>Contribute to the development and implementation of effective systems to share information.</li> </ul>	√	
<b>Responsibilities</b>	<b>Organisational skills</b> <ul style="list-style-type: none"> <li>Good organisational skills.</li> <li>Ability to remain calm under pressure.</li> <li>To be flexible.</li> <li>Follow instructions accurately.</li> </ul>	√ √ √ √	
	<b>Line Management</b> <ul style="list-style-type: none"> <li>Ability to manage and support the work of others.</li> </ul>	√	
	<b>Time Management</b> <ul style="list-style-type: none"> <li>Ability to manage own time effectively.</li> <li>Ability to adapt quickly and effectively to changing circumstances/situations.</li> </ul>	√ √	
	<b>Creativity</b> <ul style="list-style-type: none"> <li>Demonstrate creativity and an ability to resolve problems independently.</li> </ul>	√	
<b>General</b>	<b>Equalities</b> <ul style="list-style-type: none"> <li>Awareness of and promotion of equality.</li> </ul>	√	
	<b>Health &amp; Safety</b> <ul style="list-style-type: none"> <li>Good understanding of Health &amp; Safety.</li> </ul>	√	
	<b>Child Protection</b> <ul style="list-style-type: none"> <li>Good understanding and effective implementation of child protection procedures.</li> </ul>	√	
	<b>Confidentiality/Data Protection</b> <ul style="list-style-type: none"> <li>Understand procedures and legislation relating to confidentiality.</li> </ul>	√	
	<b>CPD</b> <ul style="list-style-type: none"> <li>Demonstrate a clear commitment to develop and learn in the role.</li> <li>Ability to critically evaluate own performance.</li> </ul>	√ √	