

Senior School Improvement Officer (SSIO)

Derby Diocesan Academy Trust Central Team

Closing date: Midnight on Thursday 25th April 2024

Potential Interview dates: 9th&10th May 2024



Welcome from our CEO

Dear applicant,

Thank you for showing an interest in working for DDAT.

Our trust was established in 2014 for schools choosing to become an academy as well as for those who found themselves in need of a sponsor.

DDAT's vision is to build a better future for all within our academies who in turn will positively impact their communities.

The DDAT family of schools consists of both Church and non-Church schools who all work together to achieve the aims of the Trust as follows:

- Provide children with excellent educational provision
- Rapidly improve underperforming schools
- Develop effective school-to-school support
- Build strong relationships and promote work with external partners
- Raise aspirations and tackle disadvantage so that no pupil is failed by their school.

DDAT academies demonstrate their distinctiveness by providing an inspirational and holistic education that enables all children and staff to develop and achieve their full potential. Church schools within DDAT are not faith schools for the faithful, but Church schools for the community.

We want our children and young people to be able to 'experience life in all its fullness' and although this phrase is rooted in a Christian narrative (taken from John 10:10), irrespective of a faith perspective, that is what all of us want for our pupils. This has been borne out by the number of community schools that have chosen to join DDAT, signing up to the vision and values that have children at their core.

I very much hope you are encouraged to apply for the position and if successful, I look forward to meeting you in the near future.

Yours faithfully,

Sarah Clark (Chief Executive Officer – Derby Diocesan Academy Trust)



Working for DDAT

Governance

DDAT values local accountability through a Local Governing Body. In the circumstances where a school is less than good, DDAT will take responsibility for governance and work to quickly rebuild the capacity of leaders at all levels so that the school regains earned autonomy.

Curriculum

All DDAT schools follow the National Curriculum and supplement it with a vast range of extra-curricular activities which bring learning to life for all pupils.

Terms and Conditions

DDAT aims to ensure consistency of terms and conditions at the time of conversion and also for new staff joining after conversion. As such all staff should be treated no less favourably than they would within a LA school whilst working for DDAT.

External Partners

DDAT works closely with external partners such as Local Authorities, Universities and Teaching Schools. DDAT broker support across church and community schools and purchase services from a range of providers, including the LA, in the best interest of the school. DDAT encourages full involvement with other schools and regional initiatives.

Support

DDAT provides business, legal, finance, building, HR and governance support through a hub team. Our schools are only one call away from the help they need.

School Improvement

All schools, including Good and Outstanding schools, receive a minimum of six visits per year from one of our own team of school improvement professionals. All of our own team undertaking these minimum visits have experience as an Inspector on behalf of Ofsted. Additional school-school and system-wide support is actively encouraged with other DDAT schools, the diocese, one of our many partners, or a proven partner identified by the school. Our diocesan team also includes people with considerable experience of Church school inspection.

Continuous professional development (CPD)

DDAT believe that all staff should continue to grow as professionals and as people. Our ethos of working to fulfil every individual's potential applies to staff as well as to pupils.

DDAT staff are involved in a continuing process of improvement and we are committed to fostering a positive belief and practice in continuous learning. Continuing Professional Development (CPD) is an important way of motivating and developing our staff and a carefully planned programme of DDAT CPD improves standards, raises morale and assists with recruitment, retention and succession planning.

All those involved in our school community will have an entitlement to equality of access to high-quality induction and continuing professional development. The focus of DDAT CPD is on improving standards and the quality of teaching and learning.

To see our current CPD opportunities visit: [Upcoming Events – DDAT](#)

DDAT aspire to be the employer of choice for our staff. The diocese has high aspirations for our schools and the pupils in their care as evident in our vision. For more information about DDAT and working in our diocese please visit:

- [Derby Diocesan Board of Education \(anglican.org\)](#)
- [Home - DDAT](#)

Job Description

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| Job Title | Senior School Improvement Officer (SSIO) |
| Employer | Derby Diocesan Academy Trust (DDAT) |
| Reporting to | Deputy CEO with responsibility for School Improvement |

Purpose of the Job

- To lead, challenge and strengthen curriculum, implementation and leadership across our schools to raise standards of educational achievement.
- Monitor and challenge schools to ensure that they provide excellent education and care for all children and young people.
- Provide inspirational vision and professional leadership ensuring high-quality provision and continuous improvement.
- Lead on specific areas of strategic importance to achieve the aim of ensuring that every child should attend a school judged at least 'Good' by Ofsted, and Church schools, through their vision and practice, are fully living up to their foundation as a Christian school.
- Give timely, consistent, and high-quality advice on educational, organisational, leadership and management issues to individual schools.
- Raise standards by challenging and assisting schools with their own self-evaluation processes.
- Broker effective school to school support both within DDAT and were directed with partners from outside the Trust.

Principal Duties and Responsibilities

- Provide challenge and advice in relation to performance and improvement issues to schools.
- Assess and review the impact of interventions for schools and contribute to further developing systems, policies, and practices.
- Analyse and challenge school performance and management data. Use this information to make judgements and accurate diagnosis to inform improvement strategies that support Trust leaders to raise standards with pace.
- Challenge good schools further to work towards being judged outstanding by Ofsted criteria and J1 on the Statutory Inspection of Anglican and Methodist Schools (SIAMS) framework.
- Model and provide high quality advice regarding leadership and management, teaching and learning, behaviour and safety, personal development, and curriculum intent to headteachers, governors and school staff to improve school effectiveness and raise standards so that they are among the highest achieving nationally.
- Contribute to decisions on school categorisation and prioritising the deployment of resources to schools according to need.
- Support the CEO and Deputy CEO of DDAT in developing a strategic vision for improving outcomes for children and young people across schools and translating this into operational plans, monitoring their progress, and managing the attendant risks in delivering the programmes.

- Monitor the performance of the schools and agree challenging and meaningful targets for improved outcomes by supporting the development and implementation of robust self-evaluation and school improvement plans.
- Manage the interface with a range of colleagues within, and where appropriate external to the Trust, in order to provide consistent and specific advice and support to schools and their governing bodies to raise the achievement of all children including those with Special Educational Needs, Looked After Children, Disadvantaged pupils, Minority Ethnic and other groups potentially vulnerable to underachievement.
- Represent DDAT at key school events such as headship appointments and appraisal panels, examinations results days and Ofsted feedback to provide high quality advice and support.
- Produce briefings and stay well informed of national developments in all areas of education and lead specific projects as required.
- Keep up to date with developments in Ofsted inspection guidance and practice.
- Act when required as a member of support teams for priority schools and those causing concern.
- Provide coaching, direction, training, and support, at all levels of leadership, including local governors and trustees.
- Encourage collaborative working between school, whilst also holding leaders to account.
- Work closely with Designated Safeguarding Leads and DDAT Safeguarding Lead to ensure schools fulfil their statutory responsibilities to keep all children and employees safe.
- Provide reports as required by the CEO and present reports to the Trust Board, Education and Standards Committee, DBE and other bodies as required.
- Demonstrate a commitment to the Christian ethos of the organisation.
- Commitment to conduct the required amount of inspection days on behalf of Ofsted.

Methods of working

The post holder must:

- Maintain confidentiality and observe data protection and associated guidelines, where appropriate.
 - Maintain an awareness of Safeguarding Children and Child Protection.
- Understand and comply with the Trust Health & Safety Policy in the performance of their duties and responsibilities.
- Perform the duties of the post in compliance with the Trust's Equal Opportunities Policy.
- Understand and comply with all other relevant school policies.
- Undertake any necessary training associated with the duties of the post.
- Perform any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibility of the post.
- Take an active part in managing their own performance against agreed improvement priorities, engaging with their own professional development.

Person Specification

Person Specification

| Criteria | Essential | Desirable |
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| Qualification and Training | <ul style="list-style-type: none"> • Degree or equivalent. • QTS. • Evidence of continuous professional development. • Current HMI or Ofsted Inspector. | <ul style="list-style-type: none"> • NPQH. |
| Experience | <ul style="list-style-type: none"> • Experience of senior leadership. • Experience of working as an Ofsted Inspector. • Successful experience of working with or within a Local Authority or Academy Trust on successful school improvement activities. • Successful school improvement planning and implementation experience in a school setting. • Successful experience of coaching, training, and supporting senior leaders, teachers, support staff and others in bringing about improvements in their practice. • Successful leader and manager of change planning and implementation. • Knowledge and experience of liaison, negotiation, and communication with the education service provider sector. • Experience of internal and external partnership and team working. | <ul style="list-style-type: none"> • Experience of headship in a good or better school and or in a school which has demonstrated externally validated improvement. • Experience of Headship or Senior Leadership in a Church School. • Headship experience in more than one school. |
| Knowledge and Understanding | <ul style="list-style-type: none"> • Clear knowledge and understanding of the statutory policies, legislation and requirements affecting | <ul style="list-style-type: none"> • Detailed knowledge of the requirements of the current SIAMS framework and practice and |

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| | <p>education and their implications for schools and their maintaining authority.</p> <ul style="list-style-type: none"> • Knowing from experience what constitutes high quality school leadership and management. • Evidence of knowing what constitutes good teaching and learning. • Demonstrative understanding of quality standards and performance measures including those used by Ofsted. • Detailed knowledge of the requirements of the current Ofsted evaluation schedule and practice and experience of supporting schools through Ofsted inspections. • Extensive knowledge of school data and the ability to thoroughly analyse and evaluate the impact of school improvement activities on pupil outcomes. | <p>experience of supporting schools through SIAMS inspections.</p> |
| <p>Specialist Skills</p> | <ul style="list-style-type: none"> • Interpret challenge and apply performance data and local information to confirm the performance of schools and pupil groups, and to identify areas of high or underperformance. • Make appropriate judgements about the performance of schools, sharing them with headteachers, governors and internally. • Maintain a detailed knowledge of whole school performance of attached schools, including management and performance regarding SEN, inclusion, and expenditure. • The ability to work to competing demands and tight deadlines. • Effective report writing and presentation skills. | <ul style="list-style-type: none"> • Proven project management skills. |

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| | <ul style="list-style-type: none"> • Proven ICT skills. | |
| Personal Qualities | <ul style="list-style-type: none"> • A strong commitment to Equal Opportunities in service delivery and employment practice. • Committed to upholding and working to Christian values. • Excellent communication and interpersonal skills. • Resilient in the face of challenge. • The ability to lead and inspire confidence. • Collaborator, able to get the best from colleagues. • Committed to self and team development. | |
| Other | <ul style="list-style-type: none"> • Current driving licence and use of a vehicle on a planned and regular basis. • Willingness to work flexibly to suit work requirements. | |

Guidance on the Appointment Process

These notes are intended to guide you when making an application for a post within DDAT.

The Application Form

Please complete the application form neatly, fully and accurately, including exact dates. Where there are any gaps in employment or education, please provide further information and reasons related to all unaccounted periods. The form may be typed or handwritten but if you do write it by hand, please make sure that it is legible.

Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

Education and Training

Please state your qualifications and any training you have undertaken relevant to the post.

Current employment

Make it clear what your present post is, which establishment you work in and who your employer is.

Previous Appointments

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.

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.

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.

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.

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.

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.

Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

Arrangements for Applications

When you have completed your application, please submit your application in line with the instructions provided on the advert by the closing date and time.