

Candidate Information Pack:

Strategic Lead – Quality of Education (Secondary)

Required for January 2023

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L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive



Welcome from the CEO

Thank you for your interest in the post of Strategic Lead – Quality of Education (Secondary) at L.E.A.D. Academy Trust. This is an exciting opportunity for a committed leader to drive curricular innovation and teaching and learning across our secondary academies.

At L.E.A.D. Academy Trust, we passionately believe in the power of partnership working as a catalyst for ensuring more young people receive an exceptional education. From experience, our member schools know the transformative impact it can have.

At the same time, we recognise the importance of autonomy. Every school has its own context and challenges. We therefore encourage our academies to lead and manage in a way that preserves their individual identity and responds to the specific needs of their young people and community.

The combination of autonomy and collaboration across key areas of leadership and management, underpinned by a shared vision, principles and best practice, is what makes L.E.A.D. Academy Trust unique.

We are seeking to appoint a Strategic Lead – Quality of Education (Secondary) who will support the academies senior teams with the development of teaching and learning and curricular innovation, creating professional networks and development opportunities that enhance the quality of provision in these areas.

In this brochure you will find further information about the role and the application process.

Further information regarding our Trust can be found at:

www.leadacademytrust.co.uk.

We look forward to receiving your application.

Yours faithfully,

Diana Owen CBE
Chief Executive Officer

'Ultimately, I was attracted to L.E.A.D. because I know it's a highly ambitious Trust with values that I identify with.'

Gemma Tyres, Deputy Headteacher,
Da Vinci Academy

About L.E.A.D. Academy Trust

Established in 2011, L.E.A.D. Academy Trust has grown significantly to become a successful group of twenty-five academies, serving a wide range of communities, across the East Midlands and South Yorkshire. 84% of our academies are rated as 'Good' or above by Ofsted. We are committed to growing further and increasing our positive impact on more children and young people.

As a Trust, one of our core priorities is the development of outstanding leaders. We are therefore dedicated to providing an organisation that will:

- Develop inspirational school leaders for the future through high-quality recruitment, professional development and coaching.
- Invest in joint training, peer coaching, shared good practice and professional dialogue in a climate of trust.
- Continually improve, exploring new ways of working, alternative curriculums and innovation.
- Strategically plan to produce the next generation of high-quality school leaders.

L.E.A.D. is an ambitious and successful Trust. Through strong leadership we empower every member of our community to achieve and to drive continuous, positive change. We ensure our pupils access a deep curriculum, rich in experiences, life skills and academic achievement.

We believe in the power of partnership to drive the continuous improvement of our academies and the overall growth of our Trust. This is an exciting opportunity to join our dedicated team as we enter the next phase of our journey.



'Everyone is valued, everyone is supported, and if you hold the same values that L.E.A.D. has, then really consider coming to work with us.'

Becky Hyder,
Safeguarding Compliance Lead



Our Vision

Through outstanding leadership, we will provide the highest quality education to enable every pupil to **realise their full potential**.

Our Principles

To achieve our vision, we prioritise the four core principles for which our name stands:

- **Lead** ~ to show the way; to be first or foremost
- **Empower** ~ to give power to; to enable
- **Achieve** ~ to accomplish; to get or attain by effort
- **Drive** ~ to cause and guide progress; to impel forward

Our Impact

The challenge, support and direction provided by all across L.E.A.D. Academy Trust has been cited as a key strength within several academy Ofsted reports at both Primary and Secondary phases. Please see a sample of quotes from our most recent inspections:

‘Leaders’ actions have made a significantly positive difference to pupils and staff. This is a school of which the whole community can be proud.’

Noel-Baker Academy, February 2022

‘Trust officers, Trustees and governors have provided effective support to improve the school.’

Cloudside Academy, January 2022

‘Those responsible for governance know the school’s strengths and priorities for further improvement. They hold leaders to account, effectively. The Trust has provided, effective support to leadership at all levels.’

Da Vinci Academy, October 2021

‘Senior leaders, together with the Trust, make an excellent team. They have transformed the school since the previous inspection.’

Jubilee L.E.A.D. Academy, January 2020

‘The school works effectively with the Academy Trust to develop the quality of leadership and management. Trust support in action planning has ensured that the school improvement plan is well focused, with termly targets that help governors to ensure the school remains on track to achieve its goals.’

Millfield L.E.A.D. Academy, March 2019

‘The Trustees of the L.E.A.D. Academy Trust check that teaching and pupils’ outcomes are continuing to improve, and that all groups of pupils are learning well.’

Uplands Junior L.E.A.D. Academy, March 2019

‘Members of the academy advisory board and the Academy Trust provide challenge for leaders to improve their systems further.’

Windmill L.E.A.D. Academy, February 2019

L.E.A.D. Academy Trust
comprises of:

22
primary

..... and

3
secondary
academies

..... across

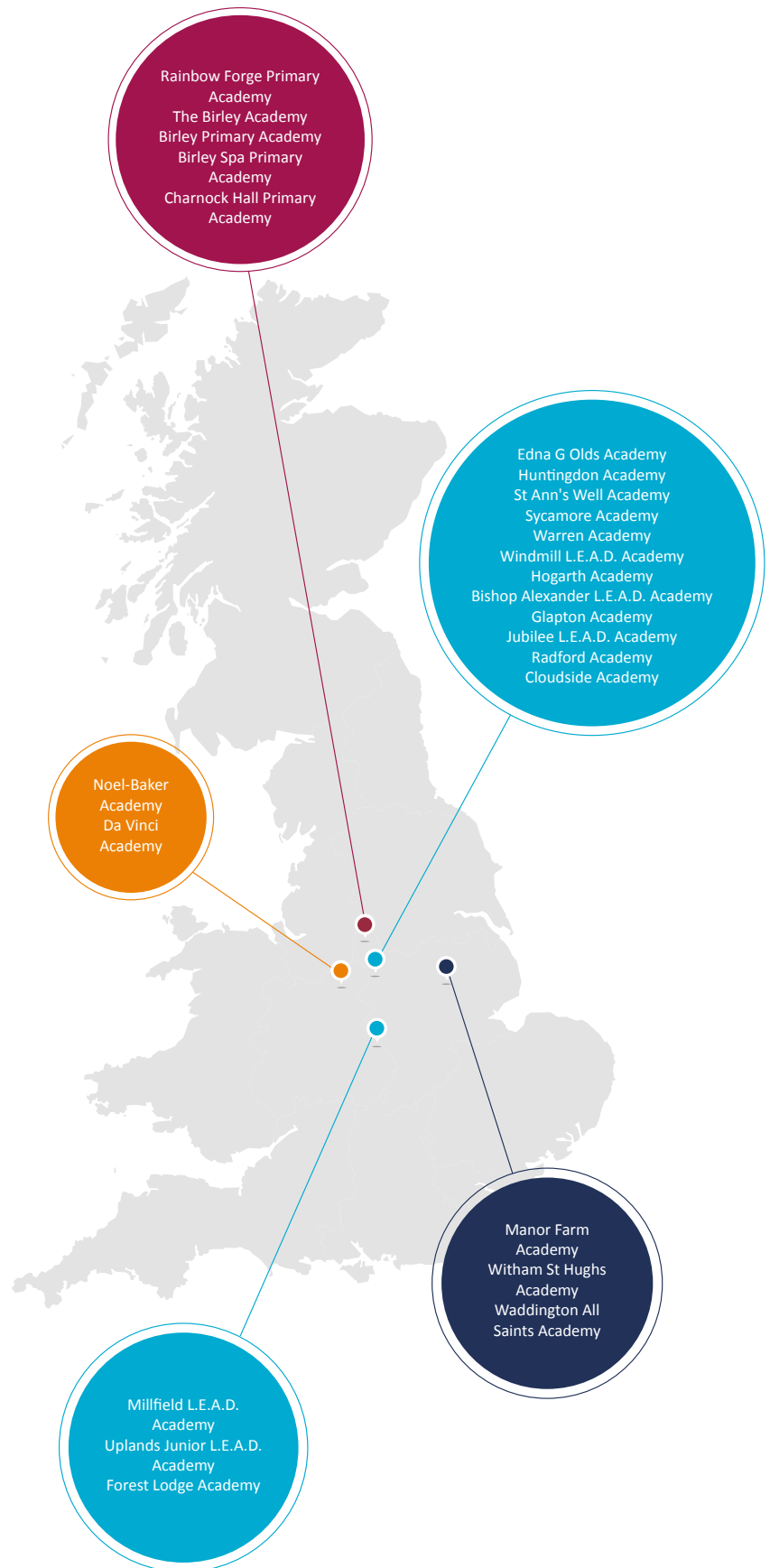
5
geographical
regions

..... with

11,000
pupils

..... and

1,500
members
of staff





Our Academies

Within our Trust, all academies strive to achieve:

- The highest standards of behaviour and conduct.
- Outstanding teaching and learning.
- A fully inclusive approach in which all children are equally important.
- A climate of mutual respect between the children, staff and community.
- Positive relationships.
- High aspirations for all involved with the school – a ‘can do’ attitude.
- A wide range of enrichment opportunities for all to get involved in.
- A celebration of all the cultures and faiths represented in the school.
- An organisation in which there are no excuses for underachievement.

‘Pupils are proud to come to Da Vinci.’

Da Vinci Academy
Ofsted Report, 2021

L.E.A.D. Teaching School Hub

‘Working together to lead the highest outcomes for all.’

L.E.A.D. Teaching School Hub Lincolnshire was launched in 2021 as one of the 87 organisations to be awarded Teaching School Hub status by the DfE. The Teaching School Hub is designated to work with schools across Lincolnshire and throughout our Trust.

The role of the Hub and the Trust is to promote the importance of high-quality continuing professional development, from Initial Teacher Training through to executive leadership, supporting teachers throughout their career in a sequential and cohesive way.

During 2021/2022 the TSH delivered 167 days of CPD to 2,163 participants, supporting 233 schools in total. The ability to access this high-quality professional support is therefore a significant opportunity associated with joining our Trust.

For further information, please visit: www.leadtshublincs.co.uk





The Role: Strategic Lead – Quality of Education (Secondary)

The overarching aim of the Trust is to create self-sustaining, self-improving schools aligned to the Trust's core principles and values.

As Strategic Lead – Quality of Education (Secondary) you will embody our core principles in everything you do.

You will:

- **Lead** innovation in curriculum design.
- **Empower** academy senior teams to continuously improve.
- **Achieve** a culture of high expectations and close collaboration across all academies.
- **Drive** the quality of teaching and learning through a clear strategy and research led practice.

Two of our secondary academies have recently secured 'Good' Ofsted inspection judgements. All three secondaries continue to evolve, grow and have an even greater positive impact on the local community.

'Headteachers are overwhelmingly positive about Trust membership, describing improvement in all aspects of their schools since joining the Trust.'

Ofsted Summary Evaluation, 2019



Job Description

Pay Scale:	L18 – L22 – Full Time (£64,143- £70,745)
Location:	Derby or Sheffield – frequent travel (weekly) between these areas is an expectation of this role.
Line Manager:	Director of Schools – with dotted line reporting to the Secondary Head Teacher Group

Job purpose:

Working across the L.E.A.D. Secondary Academies, and with the direction of the Secondary Headteachers, this role will implement strategies to ensure that the quality of education across the L.E.A.D. secondary schools is efficient and effective through making sure that curriculum meets the needs of all learners and that the standards of teaching and learning across the Trust are continually improving.

Duties and Responsibilities:

Curriculum:

- Work closely with secondary curriculum leads and Headteachers to ensure that the academies approach to curriculum development is research led and founded in up to date academic research and best practice.
- Contribute to the professional development programmes in each academy by facilitating the sharing of good practice and innovation in curriculum development and pedagogy within and across the academies and subject disciplines.
- Be proactive in staying abreast of sector developments and current research relating to curriculum development and cognitive science.
- Support, hold accountable, develop and lead the Trust subject leads and their communities in their curriculum and assessment planning and development, ensuring that each subject curriculum is strong in scope, coherence, rigour and sequencing.
- Guide and support each Trust subject lead in securing understanding, involvement and ownership of the curriculum development process by each subject community.
- Liaise effectively with the secondary Headteachers to ensure that they are fully abreast of all areas of curriculum development, their implications for schools and teacher development.
- Collaborate with the Headteachers and Senior Curriculum Leads on securing each stage of curriculum implementation and on sustaining a process model for evaluating impact and continuously renewing all aspects of curriculum intent.

- Implement an annual cycle of effective evaluation of the curriculum, feeding into improvement of the curriculum and teaching, at all levels.

Teaching and Learning:

- Work closely with secondary teaching and learning leads and Headteachers to improve the quality of teaching and learning across the L.E.A.D. secondary schools through: designing and implementing robust professional development programmes; coaching middle leaders in the development of discipline specific professional development programmes; acting as a coach and mentor for specific staff.
- Model consistently excellent practice in all areas.
- Assist the Headteachers with the setting of a culture in which achievements in teaching are recognised and rewarded, including promoting initial and continuing professional development in teaching for all staff with teaching responsibilities, leading initiatives to identify, mentor and develop future leaders in teaching. Planning differentiated and relevant CPD for teachers at different levels.
- Working in partnership with the Headteachers and Teaching and Learning Leads across the trust, provide training and support with delivery of a comprehensive programme of CPD for teachers within the secondary academies. The programme will ensure that all teachers are using up to date strategies, steeped in evidence and best practice.
- Identify strengths across the schools, share best practice with colleagues, lead by example and promote high standards in the delivery of the curriculum.
- Develop a coaching programme, training coaches to enable effective intervention to be implemented in the case of areas for development in teaching practice.
- Coach and mentor staff to improve performance ensuring that teaching across the Trust is consistently good and outstanding.

Resource Management:

Responsible for the safe use and safe keeping of Academy and Trust resources.

Influencing and Managing Relationships:

- The Headteachers and senior leadership teams in each Secondary Academy (daily interaction).
- Teaching and Learning and Curriculum leads in each academy.
- L.E.A.D. Teaching School Hub.
- Any external partners and consultants the Academies and/or Trust employ.

Other Academy Specific Responsibilities:

- Support the academy Headteachers and senior teams on a daily basis.



- Work as a member of the Senior Leadership Teams.
- Ensure that the leadership of curriculum and teaching and learning (including the associated responsibilities of middle leadership) is effective across the academies.
- Lead on and facilitate the construction of the academies' professional development cycles.
- Lead on and facilitate the ongoing work of the academies' curriculum development teams.
- Work with the Headteachers, Senior Leadership Teams and other L.E.A.D. Academy Trust Professionals to maximise opportunities for collaboration and innovation.
- Seek to continually to ensure value for money and performance improvement in the academies provision.
- Keep the work of the academy constantly under review against key performance indicators as agreed by the Secondary Headteachers.
- Conduct effective performance management for an identified group of staff and ensure that appropriate programmes are designed to meet such needs.
- Analyse and interpret relevant data, research and inspection evidence to inform provision and seek improvement where necessary.
- Ensure all information required by the governing boards, senior staff, Headteachers and L.E.A.D. Academy Trust Board, to evaluate the academy's provision is produced accurately, timely and efficiently.
- Ensure that all communications with service users demonstrate the values of the L.E.A.D. Academy Trust and the academies.
- Attend all functions and meetings necessary to support the delivery of the role, ensuring the values of the academies and the L.E.A.D. Academy Trust.
- Abide by and implement all policies and procedures of the Academies, including being aware of and responsible corporately and as an individual for Health and Safety policies and procedures.
- Contribute to the overall ethos, work and aims of the Academies and the Academy Trust.
- Perform any other reasonable duties as requested by the Head Teachers and Line Manager.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

At L.E.A.D. we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.

Person Specification

This person specification lists the competencies expected of an experienced/fully trained post-holder.

Evidenced by: A = Application, I = Interview/Assessment, R = Reference

Criteria	Essential	Desirable	Evidenced By
Qualifications			
Good honours degree	✓		A
Qualified Teacher Status	✓		A
Evidence of relevant continuing professional development e.g. NPQH, Masters Degree in Expert Teaching, relevant NPQ		✓	A
Skills and Knowledge			
A clear working knowledge of how to lead curriculum development and manage innovation and change	✓		A, I, R
Excellent interpersonal skills and effective communication at all levels	✓		I
A strategic thinker with the ability to generate a vision and influence others	✓		I, R
The ability to prioritise and manage time effectively	✓		I, R
The ability to make decisions and act upon them	✓		I, R
A clear working knowledge and understanding of the current OFSTED framework	✓		A, I
An understanding of the principals of effective management, delegation and organisation	✓		A, I, R
The ability to devise and implement strategies for raising achievement and for intervention strategies	✓		A, R
A clear understanding of different models of teaching and learning	✓		A, I, R
An outstanding effective classroom practitioner	✓		A, I, R
Knowledge of how children learn, develop and progress through the stages	✓		I, R
A clear understanding of assessment procedures	✓		A, R
An ability to recognise and encourage outstanding practice	✓		A, I



Criteria	Essential	Desirable	Evidenced By
Experience			
Experience of working in more than one key stage	✓		A, I
Successful experience of coaching or mentoring trainees/NQTs, peers and colleagues	✓		I, R
Experience of making effective use of school to school support	✓		A, I
Experience of working across a school setting and having a whole school impact	✓		A
Experience of delivering INSET/designing CPD	✓		A, R
The ability to develop, empower and sustain teams and individuals	✓		A, I, R
The ability to give and receive effective feedback and act to improve personal performance	✓		A, I
An understanding of the principals of effective management, delegation and organisation	✓		A, I, R
Experience of impactful performance management	✓		A
Able to demonstrate experience of using a range of data to support, monitor and improve outcomes and standards	✓		A, I, R
Experience of effective school evaluation		✓	A
The ability to acknowledge excellence and challenge performance that is not yet good	✓		I
Experience of successful collaborative working with other organisations and agencies	✓		A
The ability to work effectively with parents and carers to support their children's learning		✓	A, I, R
Personal Attributes			
Ability to work under pressure with resilience and integrity	✓		A, I
High expectations and aspirations for all	✓		I
The ability to listen to, reflect and act on community feedback	✓		A, R
Remains calm and composed	✓		I
Approachable, enthusiastic and leads by example	✓		I, R
Demonstrates motivation and drive	✓		I
Committed to own personal development and to participating fully in training and development opportunities identified by the Academies	✓		A, R

Criteria	Essential	Desirable	Evidenced By
Additional Requirements			
Will be required to travel between the 3 Secondary Academies (daily) and may be required, from time to time, to travel to other Trust locations.	✓		
Must hold a driving and have access to own vehicle	✓		
This role is subject to an enhanced DBS	✓		

What We Can Offer

We recognise that successful people place value on a range of benefits associated with their careers, including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. We place value on these aspects too.

We offer:

- School Teachers Pay and Conditions
- Access to the Teachers' Pension Scheme
- Employee Assistance Scheme
- Access to excellent continuing professional development opportunities
- Opportunity to enhance and utilise our strong existing partnerships and networks

How to Apply

Please send a completed application form and covering letter stating how your skills and experience meet the job description and person specification, to Danielle West at danielle.west@leadacademytrust.co.uk. If you would like to discuss the role before submitting an application, please contact Danielle on the same email address.

Closing Date: **Friday 30th September 2022 at 12noon.**

Shortlisting will take place on w/b 3rd October 2022. Interviews will take place on either 10th or 11th October and will be for the full day.

The L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

'The Trust's corporate vision of providing "the highest quality education to enable every pupil to realise their full potential" sets a constant backdrop and moral purpose to its work.'

Ofsted Summary Evaluation, 2019



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