

## Job Description

<b>Title:</b>	System Leader
<b>Accountable to:</b>	Director of Education
<b>Salary:</b>	Competitive Salary

### Position Overview

We are relentless in our pursuit for excellence and looking for a System Leader to maintain and accelerate this momentum to ensure our children receive the best experiences and opportunities, making the ordinary extraordinary, every day!

As a System Leader you will form part of the central Education team, working with identified schools under the direction of the Director of Education. You will provide intensive support to enable rapid and sustainable school improvement to achieve the highest standards of learning and achievement for our pupils. The post holder will be accountable for the success of each school through developing a balance between standardisation and a celebration of each school's uniqueness. In addition, where required you will provide short- term interim leadership capacity, taking full responsibility and accountability for a school in the absence of a Head teacher.

The System Leader will proactively promote and demonstrate the Flying High Partnership's vision, values and behaviours and will form part of a dynamic and forward-thinking Education team, reporting to the Director of Education.

### Main duties

#### Quality Assurance- System leader

- Lead quality assurance across allocated schools. This is to include the following:
- Full day core visits, delivering consistent quality assurance and monitoring activity.
- Provide appropriate challenge and support to the school leadership team.
- Ensure that school improvement priorities are appropriate and in line with the evaluation of the school.
- Ensure all key strategic decisions, including staffing are appropriate in meeting the needs of the school.
- Provide additional school improvement activity responsive to the needs of the school including providing additional capacity in vulnerable schools
- Annual two- day partnership review in each school.

- Deliver high quality and consistent Headteacher performance management where appropriate.
- Through quality assurance activity, clearly identify and communicate individual school priorities to the Director of Education. Provide support and challenge to drive school improvement in all schools, realising the ambition for all schools to strive for improvement.
- Working with the allocated DQASI ensure the school is 'Ofsted ready', achieving the aim that all academies maintain at least a 'good rating', with the ambition to eventually become 'outstanding'.
- Support and challenge high expectations for all pupil and all staff
- Effectively monitor the quality of teaching and learning in all allocated schools, ensuring that teaching is consistently good or better and any underperformance is effectively challenged.
- Work across all schools, balancing standardisation with a celebration of each school's uniqueness.

#### **School Improvement- System leader**

- In response to quality assurance activity provide interim school improvement capacity to our most vulnerable schools. This will include the following:
  - Providing additional leadership capacity to identified at risk schools.
  - Providing challenge and accountability of the Head teacher.
  - Supporting the growth and development of the Head teacher.
  - Communicate underperformance of the Head teacher to the DQASI.
  - Enable the Head teacher to clearly identify priorities for improvement and providing challenge and support across the school.
  - Enable the school to develop an individual identity, culture, and ethos, responsive to the context it serves.
  - Be accountable for the impact of school improvement activity.
  - Creating a sustainable leadership structure, with the capacity to drive improvement without the need for a system leadership capacity.
  - Monitor and develop the quality of teaching and learning across the school, creating a sustainable culture for self-improvement.
  - Direct resources for school improvement including capacity of Lead practitioners, SLEs and CPD
  - Report progress to the allocated QA and Director of Education, welcoming challenge.

- Where required fulfil the role of interim Head teacher for an identified school, taking full responsibility and accountability for the school.

### **Strategic Leadership and Development**

- Form part of the Education leadership team, contributing to the strategic development of school improvement activity across the Trust.
- Contribute to Trust improvement planning and delivering on priorities identified.
- Contribute to Trust evaluation activity, developing a clear insight into individual school and whole trust school improvement priorities.
- Play an active role planning and delivering for Strategic Head teachers' group, working groups, CPD and events.
- Working alongside the CEO support the growth of the Trust, through engagement in LGB and consultation meetings and completion of effective due diligence.
- Contribute to high quality reporting to Governor Hubs and Trustees.
- Engage with key stakeholders including the RSC, DfE and Ofsted.
- Motivate and inspire Headteachers and staff across the Trust, to deliver the best possible outcomes for children.

### **Other Areas**

To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition, the post is subject to compliance with:

- School policies and guidelines on the curriculum and school organisation
- School policies and procedures on other matters
- FHT policies and procedures
- National Professional Standards for Teachers
- The Conditions of Service for School Teachers in England and Wales and with any locally agreed conditions of employment
- Common core of skills and knowledge for the children's workforce.
- All teachers have a responsibility for providing and safeguarding the welfare of children and young person's s/he is responsible for or comes into contact with.
- Act as advocate of the Flying High Partnership, modelling the Trust values and behaviours
- As appropriate support the facilitation and delivery of CPL as part of Flying High Futures
- Have a commitment to CPD and self-evaluation of role and improvement.

The duties and responsibilities detailed within this job description will be supplemented by the accountabilities, roles and responsibilities as set out within the School Teachers Pay and Conditions Document.

### Job Requirements

The following requirements will be assessed through either the Application Form (AF), during the Interview (I) or as part of an Assessment (AST). – you need to be able to demonstrate how you will score this. The AF ones will be how you shortlist – these headings will be used in your shortlisting matrix

Criteria	Essential	Desirable
<b>Qualifications &amp; Training</b>		
Qualified Teacher Status	AF	
National Professional Qualification of Headship (NPQH)	AF	
National Professional Qualification of Executive Leadership (NPQEL)		AF
Further qualification in a related area e.g. MEd, MA, MBA		AF
<b>Experience</b>		
Successful experience as a Head teacher	AF/ I	
Successful experience as a System leader		AF/ I
Evidence of managing or making a substantial contribution to the effective management of change.		I
Evidence of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils.	AF/ I	
Evidence of effective teaching, assessment and target setting.	AF/ I	
Evidence of successful improvement planning	AF/ I	
Evidence of working with parents and the community as partners in learning.	AF/ I	
Experience of working in collaboration with other schools to realise improvement and raise standards.		I
Experience of working effectively and in partnership with Governors.	AF/ I	



Knowledge and understanding of:		
Developing systems for school self-evaluation, effective monitoring and inspection.	AF/ I	
Developing and implementing strategies for school improvement, including data analysis, target setting and strategies for improving the quality of teaching and learning for all pupils.	AF/ I	
Developing and implementing strategies for improvement as a system leader		AF/ I
Sound knowledge of educational policy developments and implication for in-school practices	AF/ I	
A clear understanding of what constitutes an outstanding school		AF/ I
Detailed knowledge of effective school improvement strategies	AF/ I	
Strategies to motivate and engage pupils to maximise learning opportunities and outcomes.	AF/ I	
Performance management, managing effective professional development and managing under- performance.	AF/ I	
How to promote inclusion and implement equal opportunities for all.	AF/ I	
Management of pupils' behaviour and attitudes to learning and the ability to put this into practice.	AF/ I	
Ability to work in partnership with other schools in order to meet pupils' needs.	AF/ I	
Engaging parents/carers in their children's learning and the work of the school.	AF/ I	
Strategic curriculum development.	AF/ I	
Effective financial management.	AF/ I	
Leadership skills		
Create and secure commitment to a convincing vision for the school in line with that of the Flying High.	AF/ I	

Build upon current good practice by supporting and developing effective teamwork across the whole school community.	AF/ I	
Initiate and manage change and improvement in pursuit of higher standards and strategic objectives.	AF/ I	
Prioritise, plan and organise their own work; direct, coordinate and provide professional direction to the work of others.	AF/ I	
Delegate tasks and responsibilities as appropriate. Empower others to carry vision forward.	AF/ I	
Provide an inspiring role model for pupils and staff, creating an environment where all can thrive.	AF/ I	
Manage and motivate staff, in a happy and supportive working environment, to achieve the highest standards in all aspects of school life within the resources available.	AF/ I	
Lead the safeguarding of pupils ensuring their welfare is prioritised.	AF/ I	
Exceptionally skilled in coaching, developing and enabling others.	AF/ I	
Have the ability to enable others to improve.	AF/ I	
Able to challenge underperformance and communicate high expectations to all	AF/ I	
<b>Communication and problem solving</b>		
Think creatively and imaginatively to anticipate and solve problems and identify opportunities for schools.	AF/ I	
Strong analysis of education data (IDSR, ASP, FFTetc.) to inform successful education delivery	AST	
Deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict.	AF/ I	
Communicate, negotiate and secure cooperation of a wide range of people.	AF/ I	
Create a climate of open communication where people feel able to express opinion and know their views will be respected.	AF/ I	

Demonstrate an understanding of and lead the school's role in the community.	AF/ I	
Develop, maintain and use an effective network of contacts across all agencies and communities with whom the school interacts.	AF/ I	
<b>Personal Effectiveness</b>		
Prioritise and manage time appropriately, able to work under pressure and to deadlines.	I	
Continue to demonstrate effective performance against the job description when under pressure and/or in challenging circumstances.	I	
Be prepared to engage in any CPD opportunities that arise to support the development of the role.	AF/ I	
Create a strong, positive personal impact, conveying authority, confidence, approachability, warmth and humour.	I	
Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas.	I	
Demonstrate enthusiasm for, and commitment to, the role; along with reliability, integrity and a passion for education	I	
Occasional work outside normal working hours - prior notice given	I	
Commitment to get stuck in with Partnership and Trust wide activities		I
Ability to travel to all Trust sites		I

### Person Specification

- A team player
- Prioritise and manage time appropriately, able to work under pressure and to deadlines.
- Be prepared to engage in any CPD opportunities that arise to support the development of the role.
- Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas.
- Demonstrate enthusiasm for, and commitment to, the role; along with reliability, integrity and a passion for education
- Be committed to mission, vision and values of the Flying High Partnership
- To model the Flying High Partnership behaviours
- Be prepared to work flexibly and be deployed wherever needed within 50 miles of your designated base school at short notice

- Relate well to colleagues and be able to establish and maintain good working relationships quickly in sometimes difficult contexts.
- Have a good sense of humour and a positive attitude
- Understand links across the various teams within the Partnership and how their role links with these