

Role Title: Trust School Improvement and Performance Lead
Salary Range: L16-L21
Reporting to: Director of Education
Responsible for: School improvement, performance and intelligence functions across the Trust.

Our Values:

- **Teamwork**

We recognise that when we work together effectively we are stronger and more consistent.

- **Empathy**

Consider the consequences of my decisions, large and small on those around me.

- **Inclusivity**

Everybody is treated fairly and equally no one is marginalised or left behind.

- **Respect**

We will ensure that we have due regard for the feelings, wishes, or rights of others in every action we take.

- **Positive**

It is our intention to stay constructive, optimistic and confident both for and with our young people and their families.

We believe that the values that we embody in Wave empower young people to succeed, these are the values we are looking for when we seek new staff.

Responsible for

The Trust School Improvement and Performance Lead plays a strategic role in improving educational standards, strengthening leadership capacity and securing the best possible outcomes for pupils across the Trust's specialist and alternative provision academies.

As a member of the Trust School Development Team, the post holder will work alongside the Trust Lead for Safeguarding, Behaviour and Attendance and the Trust Inclusion Lead to provide coherent support, challenge and accountability to academy leaders. Together, these strategic roles will ensure that the Trust maintains strong oversight of educational performance, inclusion, safeguarding, attendance, behaviour and pupil outcomes.

The post holder will lead the Trust's performance and intelligence function, ensuring leaders at all levels have access to accurate, meaningful and timely information to evaluate effectiveness, identify priorities and drive improvement. They will develop systems that enable the Trust to understand pupil progress and achievement over time, recognising the unique context of specialist and alternative provision settings where pupils may have highly varied starting points and lengths of placement.

The post holder will support academy leaders to undertake rigorous self-evaluation, develop

effective school improvement strategies and secure measurable improvements in the quality of education and pupil outcomes. Through robust quality assurance processes and leadership support, they will help ensure that school development priorities are rooted in evidence and translated into sustained improvement.

The role also provides operational leadership capacity across the Trust. The post holder will be deployed into academies as required to provide operational leadership support, lead improvement projects, strengthen leadership capacity and undertake interim leadership responsibilities where necessary.

Main duties and responsibilities

The post holder will play a central role in supporting academy improvement and ensuring leaders are held appropriately accountable for outcomes and standards.

They will:

- Support academy leaders to undertake accurate and evidence-informed self-evaluation.
- Lead and monitor the development, implementation and evaluation of School Development Plans.
- Ensure improvement priorities are ambitious, measurable and focused on pupil outcomes.
- Monitor the impact of improvement activity and provide constructive challenge where progress is insufficient.
- Undertake academy reviews and contribute to Trust quality assurance activities in line with the Trust School Development Model.
- Work with academy leaders to ensure effective implementation of Trust improvement priorities.
- Support leaders to evaluate the impact of teaching, curriculum and wider provision.
- Contribute to preparations for Ofsted inspections and external reviews.
- Provide challenge and support to leaders through performance review and improvement meetings.
- Identify schools, teams or areas requiring additional intervention and support.
- Promote evidence-informed practice across the Trust.
- Contribute to the development of leadership capacity through coaching, mentoring and professional development.

Performance and Intelligence

The post holder will provide strategic leadership of the Trust's performance and intelligence systems, ensuring the Trust has a comprehensive understanding of pupil progress, attainment, engagement and outcomes.

They will:

- Lead the development and refinement of Trust-wide performance, progress and outcomes systems.

- Ensure the accuracy, validity and reliability of assessment information across all academies.
- Develop reporting systems that provide meaningful intelligence to academy leaders, Trustees and the Executive Team.
- Identify trends, strengths, areas for development and emerging risks through effective analysis of performance information. Be the lead expert on the effective and consistent use of the MIS
- Support leaders to interpret data accurately and use findings to inform improvement priorities.
- Develop systems that enable the Trust to understand progress and impact over time, including for pupils with differing lengths of placement and highly varied starting points.
- Work with Trust leaders and subject specialists to strengthen assessment systems and approaches to measuring progress.
- Contribute to the Trust's intelligence cycle, ensuring performance information informs self-evaluation, strategic planning and decision-making.
- Produce strategic reports and analyses to support Trust quality assurance and governance processes.

Operational Leadership Capacity

The post holder will provide direct leadership support to academies where additional capacity or expertise is required.

They will:

- Be deployed into academies to provide operational leadership support as required
- Undertake periods of interim leadership responsibility where required.
- Support academies during periods of transition, staffing instability or improvement activity.
- Lead specific school improvement projects on behalf of the Trust.
- Work alongside leadership teams to strengthen systems, processes and operational effectiveness.
- Model high-quality leadership practice and support leadership development within schools.
- Build sustainable leadership capacity that remains after intervention or deployment has concluded.

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members
- Understand their role in order to be able to work collaboratively
- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust
- Develop effective professional relationships with colleagues
- Establishing constructive relationships and communicating with other agencies & professionals

Trust-wide organisation, strategy and development

- Contribute to the development, implementation and evaluation of the Trust's Five Year Plan, policies, practices and procedures, so as to support the Trust's values and vision

Health and safety

- For lone working, ensure that you have read the appropriate policy
- Keep yourself safe
- Employees are required to work in compliance with the Trust's Health & Safety Policies and under the Health and Safety At Work Act, ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust

Professional development

- Help keep own knowledge and understanding relevant and up-to-date by reflecting on own practice, liaising with your line manager, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from your line manager
- Take part in the Trust's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside Wave
- Have proper and professional regard for the ethos, policies and practices of the Trust, and maintain high standards of attendance and punctuality
- Demonstrate Wave's Values, to develop and sustain effective relationships with the education community
- Respect individual differences and cultural diversity

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks carry out. The postholder may be required to perform other duties appropriate to the level of the role, as directed by the Principal, SLT or line manager.

Wave Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Trust

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	- Significant and successful Leadership experience within a mainstream/special/AP school. - Experience of contributing to outward facing school improvement or system leadership activity beyond own organisation. - Proven track record of securing and sustaining school improvement, including raising standards of teaching, learning and pupil outcomes. - Experience of working with school leaders to build capacity, provide challenge and support, and develop leadership practice. - Experience of working with external partners and stakeholders, including Ofsted, local authorities and other system leaders. - Understanding of safeguarding	Experience of contributing to outward facing school improvement or system leadership activity beyond own organisation. Ofsted inspection
Education and Training	- Educated to Degree Level. Professional Teaching Qualification (PGCE, QTS). - A relevant postgraduate qualification or professional accreditation (e.g. NPQH, NPQEL, NPQSL or equivalent). - Evidence of Continuous Professional development at a senior leadership level.	
Special Knowledge and Skills	- In-depth understanding of effective school improvement strategies in mainstream education. - Strong knowledge of curriculum design, assessment, pedagogy and evidence informed practice. - Secure understanding of the Ofsted inspection framework and accountability landscape.	

	• Ability to analyse performance data to evaluate impact and inform strategic decision making. • Highly developed leadership and influencing skills, with the ability to inspire, challenge and support senior leaders. • Ability to work strategically while maintaining a clear focus on operational impact and outcomes for pupils. • Knowledge of current developments and legislation in relation to education. • Technical ability with MIS, excel and data systems to drive insight	
Personal qualities	• Committed to the development and values of the Trust. • Flexibility and an ability to respond creatively to the challenges of working in education. • Willingness to work across the trust and share good practice. • The highest expectations of yourself, colleagues, and pupils. • Work effectively as part of a team, developing positive relationships with colleagues, pupils, parents/carers, and other agencies, as appropriate. • Commitment to impactful networking and research activity. • Resilient and adaptable, with the ability to manage change effectively. • Committed to impactful and effective communication. • Creative and willing to embrace innovative ideas and methodologies. • Reflective practitioner with a commitment to continuous improvement. • Enthusiasm, commitment, determination. Committed to the well-being of yourself and others.	

Any Additional Factors	• Regular access to a car. • Current driving licence. • Motor insurance certificate with Business use.	
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