



**Director of School Improvement
Information Pack
November 2020**

Introduction from Chief Executive Officer

Dear Colleague

On behalf of the Board I would like to thank you for your interest in this role. We are a small and growing family of schools with a strong sense of moral purpose and ambition. We have three schools (one secondary and two primary) at the moment with a further secondary school joining us in January 2021. The two primary schools are church schools and as a mixed MAT, we benefit from a very special ethos, which aligns our Christian values with a wider holistic approach to a child's education including academic achievement closely linked to a commitment to the development of character and life skills.

We are currently revising our Trust school improvement strategy and developing our commitment to the professional development of all our staffing building on our experience as a Teaching School. This is a very exciting time to consider working for the Quantock Education Trust and taking a lead role in delivering our school improvement strategy.

Collaboration is a key feature of our Trust. Although we align several key policies and some essential operational processes and procedures in order to deliver quality and efficiency, we are keen for our schools to retain their own identity and ethos and do not seek to standardise their culture. We promote a culture in which colleagues across our schools commit to a commonly agreed set of 'principles of excellence', in which there is an openness to peer and external scrutiny which is balanced by an expectation that we share our talents and strengths for the benefit of all the children and young people in our Trust family. We are looking for a Director of School Improvement to join our Executive Team who can work with essentially our secondary schools to identify the most effective strategies for improvement, providing an appropriate balance of support and challenge and is able to make a significant contribution to the growth and development of the Trust. This candidate pack provides some background information about this role and the Quantock Education Trust and I hope that it will encourage you to submit an application to join us.



Karen Canham

Chief Executive Officer

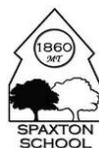
About our Trust

We are a cross-phase mixed Academy Trust with three schools:

Haygrove School



Spaxton C of E
Primary School



Stogursey C of E
Primary School



In January 2021 we shall be joined by Sexey's School in Bruton. Sexey's School is an 11-18 state boarding school with a highly successful Sixth Form provision. This will add further diversity and expertise to our current complement of schools

The Quantock Education Trust (formerly known as the Haygrove Academy Trust) is a relatively young Trust with an ambitious growth plan. Haygrove School is the founding member but is also an equal member. There is no lead school.

The two primary schools are feeder schools to Haygrove School and there are therefore historic and close links and relationships in place. The Trust is however keen to develop and include schools from beyond the immediate vicinity and from all phases and categories.

Central to our growth plan is a common philosophy for education, vision and values and a commitment and ambition to improve life opportunities for children between the ages of 4-18, taking on a collective responsibility for removing any inhibitory factors, particularly those related to growing up in a small rural community.

Our new Director of School Improvement will play a critical role in helping us to deliver our vision and ambitions.

Our School Improvement Model

The school improvement offer is comprised of core support from the Trust, external support, guidance and quality assurance provided by the executive and Trust senior leadership team (Trust SLT), peer support from colleagues in other Trust schools, support commissioned through our Teaching School including Specialist Leaders of Education, Local Leaders of Education, National Leaders of Education and of Governance.



The amount of support received by each school will be determined by their Ofsted category and current and local circumstances. Key to our model is the recognition that it needs to be agile, flexible, outward facing and creative in order to be able to respond to the specific circumstances of each school. There is no 'one size fits all' approach. The model is however driven by a set of non-negotiables and quality standards as contained in the Principles of Excellence which have been designed by the Trust Senior Leadership Team.

Our school improvement model and daily operation of the Trust are driven by our seven Principles of Excellence, each of which is defined by a set of quality standards and is led by a different member of the Trust SLT in collaboration with the CEO. The Principles of Excellence are also used as a monitoring tool for school and Trust progress and inform the Trust annual cycle of review and evaluation, the Trust Risk Register and the deployment of resources.

The Director of School Improvement, Executive Primary Lead and CEO act as School Improvement Partners to all Trust Schools. The Trust SLT consists of the CEO, Director of School Improvement, Executive Primary Lead and all the Heads of School/Headteachers.





Director of School Improvement (DSI) Job Description

Responsible for

School Improvement activities (particularly but not exclusively secondary phase standards of achievement in the secondary phase).

Job Purpose

The key purpose of the role of Director of School Improvement is to affect consistent improvement across the Quantock Education Trust (QET) in order to secure the very best outcomes (better progress than that achieved nationally) for its children and young people. In addition, a core focus of this role is the achievement of disadvantaged pupils across the Trust.

The Director will manage and coordinate the work of all colleagues involved in School Improvement including NLEs, LLEs, SLEs etc.

The Director will have a strategic overview of School Improvement across the Trust alongside the CEO and Trustees.

Main responsibilities and duties

The work of the Director of School Improvement is particularly focused on secondary-phase schools but he/she may occasionally be involved in school improvement activity in primary phase.

- Lead the Trust's data and quality assurance activities to ensure that the QET has live, accurate and forensic data on school performance and ensure that all DfE, Ofsted, Board and Central Team requirement for data are met
- Direct and ensure improvements in achievement for disadvantaged pupils
- Using the information from forensic analysis of in-year progress across schools, strategically plan and manage the delivery of the school improvement offer to QET schools including the work involving consultants and education advisers
- Support and challenge schools to improve student and staff performance
- Support schools to implement an exciting, stimulating and challenging curriculum for all pupils
- Ensure challenging school targets are set and met
- Take responsibility, with the Chief Executive, for ensuring that preparation for and follow up to all Ofsted inspections are thorough, robust, and led to the very best possible outcomes
- Lead on all arrangements to support the work of the Board of Trustees (meeting as the Standards & Performance Committee)
- Develop and implement effective reporting to the Chief Executive and Board of Trustees
- Support and develop the talent of the QET and ensure the high-quality leadership of QET secondary schools

- Develop new partnerships and relationships that will benefit the QET
- Be an active and effective contributor to the QET Central Team and be in attendance and contribute to Board meetings
- Provide strategic advice, and professional expertise and insight into the Trust's expansion strategy, including involvement in the due diligence process for new primary schools
- Provide termly policy updates and newsletters to secondary Headteachers and governors ensuring that they are current, informative, and enhance our shared values identity
- Have overall management of the school improvement budget
- Lead and support the induction, training and appointment of new secondary Heads, so that they reach their potential and build effective Senior Leadership Teams
- Ensure effective performance management arrangements are in place for secondary Headteachers and that all new Headteachers have a thorough, bespoke and differentiated induction experience
- To have responsibility for social inclusion and behaviour strategies across the Trust
- Ability to provide leadership to governors, Heads of School/Headteachers and teachers on raising standards of achievement and improving the quality of teaching, management and leadership in schools
- Develops effective communications styles to influence strategic direction and operational objectives
- Understanding of the financial, legal and political context of local government and its partners
- Lead and oversee the development of, and support for, pedagogical research
- Represent the Trust with the CEO at meetings with the DfE, RSC and other parties

Supervision and Management

The post holder will be line-managed by the CEO and will carry out the majority of their work unsupervised.

Problem Solving and Creativity

The post holder will be required to:

- Provide advice and deliver challenge on a range of School Improvement activities and issues that often require high-level problem solving skills and innovative, creative solutions
- Use initiative to solve a wide range of issues; e.g. providing creative responses to new developments in learning and teaching, initiating activity when changes to the service would result in improved performance
- Propose and enact constructive ways of responding to strategic and operational drivers and work effectively across the Trust on the ongoing development and delivery of learning and teaching activity to meet the needs of students and other stakeholders
- Take strategic responsibility for promoting innovation in learning and teaching within the wider agenda for enhancement of the student experience
- Identify and work with others at a senior level to identify opportunities and strategies for improving the learning experience of students.

Key Contacts and Relationships

CEO, CFO, Trustees, Heads of School/Headteachers, Local Governance Committees, DfE, Ofsted, Local Authorities, Diocesan Education Department.

Special notes of conditions

The post holder is subject to the provisions of all child protection legislation, and the Trust's policies governing staff who work with children and vulnerable adults.

The post holder will have the opportunity to make a significant difference to the deliverability of quality education to students across the Trust.

To undertake any other duties commensurate with your grade, and/or hours of work, as may reasonably be required of you.

To take responsibility for upholding and complying with the Trust's Equality and Diversity policies and for behaving in ways that are consistent with fair and equal treatment for all.

To comply with all Trust's Health and Safety policies.

To undertake such duties as are reasonably expected by the CEO and CFO.



Director of School Improvement (DSI) Person Specification

Category	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Degree • QTS • Recent and relevant leadership development training • Demonstration of commitment to on-going professional development 	<ul style="list-style-type: none"> • Masters of higher level qualification such as NPQH • Ofsted Inspection qualification
Knowledge, understanding and skills	<ul style="list-style-type: none"> • Excellent knowledge of secondary education • Knowledge of secondary education • Knowledge of a wide range of school improvement strategies • Ability to think and plan strategically and creatively to solve problems • Keen understanding of all relevant data; ability to analyse forensically and use analysis to inform improvement planning • Strong knowledge and understanding of external assessment/examination on and reporting measures • Understanding of, and ability to implement rigorous self-evaluation • Ability to hold leaders stringently to account for their performance 	<ul style="list-style-type: none"> • A good reputation in the field • Knowledge and understanding of primary education

<p>Experience</p>	<ul style="list-style-type: none"> • Successful track record as a senior leader • Successful experience of providing school improvement support to other schools • Track record of successfully leading school improvement as demonstrated by Ofsted judgements and/or student outcomes over time • Successful leadership of a school through inspection/external scrutiny processes • Effective development of teams and leaders with impact on standards • Successful challenge of underperforming staff • Leadership of innovation/change management with evidence of positive impact • Work with a range of external agencies to accelerate improvement 	<ul style="list-style-type: none"> • Successful track record as a Headteacher
<p>Interpersonal and communication skills</p>	<ul style="list-style-type: none"> • Excellent written and oral communication skills • Able to present engagingly to a variety of audiences in a range of settings with confidence, accuracy and emotional literacy • Awareness of the importance of regular and transparent communication with colleagues • Able to produce high-quality, concise and logical written reports 	

WORKING for The Quantock Education Trust (QET)**Conditions of Service**

This post is subject to the School Teachers' Pay and Conditions Document. Full details of conditions of employment will be set out in a Statement of Main Terms and Conditions of Employment, which will be issued to the successful candidate on appointment.

Fitness for Employment

The successful candidate will be required to complete a medical questionnaire which may result in a check by the Occupational Health Physician. Satisfactory clearance with police records will also be necessary (please see Disclosure procedure).

Remuneration/working hours/annual leave

Teachers' pay, working hours and annual leave are all set within the national framework of the School Teachers' Pay and Conditions Document.

Flexibility

As a condition of employment, the post holder may be required to undertake such other duties as may reasonably be required, in addition to the major tasks outlined in the job description.

Interview Expenses

The QET will pay second class rail travel, or mileage allowance and reasonable out-of-pocket expenses incurred by candidates attending interview.

Smoking Policy

All sites within the QET is a non-smoking site and all prospective employees are expected to accept this as a condition of working within the Trust.

Equal Opportunities

The Trust is committed to the promotion of equal opportunities and is dedicated to pursuing non-discriminatory policies and practices and to eliminate unfair discrimination on any basis. This means that we are striving to ensure that no job applicant will receive less favourable treatment than another on grounds of gender, marital status, age, racial origin, disability, sexual orientation or political or religious beliefs.

Criminal Record Check via the Disclosure Procedure

The Rehabilitation of Offenders Act 1974 gives individuals the right not to disclose details of certain old offences when asked about their criminal record as they may be defined as 'spent'. There are exemptions to this if the individual is offered a post which involves contact with children or regular work at an establishment exclusively or mainly for children. The post you have applied for falls into one of these categories and, therefore, requires a criminal background check.

If a job offer is made you will be asked to apply for a Disclosure Certificate from the Criminal Records Bureau. This certificate will contain details of all convictions held on the Police National Computer including current and 'spent' convictions as well as details of any cautions, reprimands or final warnings. It will also indicate whether information is held on government department lists held by the Department for Education and Skills (List 99) and the Department of Health, or those individuals who are barred from working with children. The information provided on the certificate will be considered by the local authority to ensure that children remain adequately protected. A criminal record is not necessarily a bar to obtaining a position. Further information about Disclosure can be found at www.disclosure.gov.uk

Safe Recruitment

The Trust committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Professional Development

The Trust values professional development highly. All members of the department are encouraged to take an active role in planning their own CPD through the school's performance management procedures. The team meet regularly to discuss teaching and learning strategies and some very exciting and creative work takes place.

Shortlisting

Only those candidates meeting the right criteria will be taken forward from application.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates and where necessary, employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with students.

Working Within the Quantock Education Trust

This job needs to be considered in the context of a changing and evolving Multi Academy Trust and therefore the duties detailed here will need to be adjusted to meet the needs of the Trust. Whilst this post is based at Haygrove School this is a Trust wide post and you could be required to work across the Trust Schools.



APPLICATION

To apply, please download an application from our website <https://www.haygroveschool.co.uk/about-us/vacancies.htm>

Should you require further information or wish to discuss the role in more details, please contact Mrs K Canham, CEO Quantock Education Trust on 01278 455531

Completed application forms should be sent, together with a supporting letter, by email or post to:

 recruitment506@educ.somerset.gov.uk

 Miss M Collins
HR Administrator
Haygrove School
Durleigh Road
Bridgwater
Somerset
TA6 7HW

Please ensure your application form has your email address and also the e-mail addresses of your referees.

Closing Date: noon on 19 November 2020
Interview date: 20 November 2020

Early applications are encouraged.
We reserve the right to close the advert should we feel able to appoint an appropriate candidate before this date.

