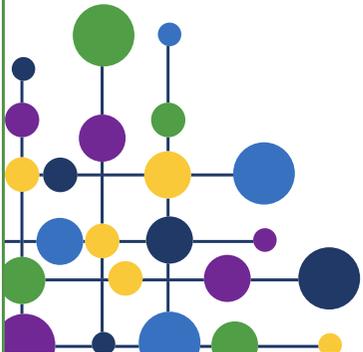
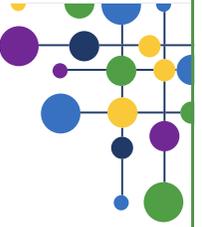


Assistant Director of School Improvement Application Pack





Welcome from the CEO

Spring Term 2022

Dear Applicant,

Thank you for taking an interest in this newly created post, Assistant Director of School Improvement. The post has been created because the trust is growing and our Teaching School Hub has expanded beyond our expectations. This is a fabulous opportunity to influence and improve standards across a group of schools, all of which are committed to working in partnership for the benefit our pupils. Our school improvement team is now well-established. You will join a talented and friendly team of people who make a difference. You will report to the Director of School Improvement and also work alongside our the Director of our Teaching School Hub, to enhance our professional development programmes.

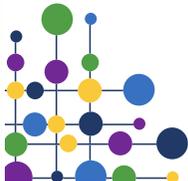


Our trust lives by our beliefs in “Valuing People, Supporting Personal Best”. We are committed to investing in our staff, to help them be happy at work, to provide the support they need to achieve the highest standards they are capable of and to offer the training or guidance they need to undertake their jobs effectively. For example, everybody is encouraged to use a personal development plan, to set their own objectives and to take responsibility for their own improvement priorities. We define effective leadership as “helping others to achieve their best” and that is what your line manager will try to do for you.

I hope the materials enclosed in this pack give you a good sense of what is expected in the job as well as what makes the Trust a special place to work. It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.

Yours faithfully,

John McNally
CEO
The Trust





SHARE Multi-Academy Trust is a charitable trust currently consisting of three secondary and five primary academies in West Yorkshire. Our academies are: Shelley College, Huddersfield; Royds Hall Academy, Huddersfield; Thornhill Community Academy, Dewsbury; Heaton Avenue Primary Academy, Cleckheaton; Millbridge Primary Academy, Liversedge; Woodside Green Primary Academy, Cowlersley; Lily Park Primary Academy, Huddersfield and Luck Lane Primary Academy, Huddersfield. We expect another secondary school to join the trust in spring 2022.

We believe in helping staff and students achieve their personal best and are keen to recruit the very best talent to our Trust. Through the Teaching School Hub we can offer our staff a wealth of career development opportunities and the support you need to enjoy your role.

More than six hundred people work hard across the Trust to ensure we provide the very best education and service across all our schools, from invigilators joining us for a few hours a year, through flexible part-time work to many full-time teaching and support roles.

The Teaching School Hub

Shelley College, which is part of SHARE MAT, was appointed as the **Teaching School Hub for Calderdale & Kirklees** from September 2021. It is one of 87 national Teaching School Hubs (TSH) which replaced the previous network of around 750 teaching schools.

We have made a very successful start to our programmes. We are working with over 120 partner schools, including 8 strategic partners. There are 260 Early Careers Teachers registered on our training course, supported by 260 mentors. By the end of the year, more than 200 experienced teachers will have started one of the new National Professional Qualifications.

We aim to deliver the reformed Initial Teacher Training programmes from September 2024, in line with the national changes.

Assistant Director of School Improvement Role Profile

SUMMARY

Role title	Assistant Director of School Improvement	Reporting to	Director of School Improvement
Section	Central Trust Team		
Contract type	Full-time, permanent	Grade / salary	Leadership scale L

JOB DESCRIPTION

Overall purpose of the role

- Improve standards of teaching and leadership through effective mentoring, coaching and training.
- Under the direction of the Director of School Improvement, help to devise and implement strategies for improving educational standards across the trust.
- Monitor and evaluate the impact of improvement strategies, adjusting plans as necessary.
- Help to devise professional development programmes and common standards for postholders.
- Support and take responsibility for other professional development programmes, such as those provided by the Teaching School Hub.
- Build effective working relationships with headteachers, to deliver trust-wide priorities alongside academy improvement goals.
- Be accountable to the Director of School Improvement for helping to raise educational standards across the trust.
- Provide reports and other evidence of improvement activity to the CEO and the board, as required.

Safeguarding requirements

This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household.

STANDARDS TO BE ACHIEVED

The standards follow those described in the [National Standards for Headteachers 2020](#).

Ethics and Professional Conduct

The Assistant Director of School Improvement is expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

The post holder must uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

The post-holder must uphold public trust in trust leadership and maintain high standards of ethics and behaviour. Both within and outside trust, the Assistant Director of School Improvement must:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As a senior leader in the trust community and profession, the post-holder must:

- serve in the best interests of the trust's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Trust culture

- Contribute to building a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the trust community and a safe, orderly and inclusive environment

- Help to create a culture of high staff professionalism

Teaching

Help trust leaders to:

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Ensure effective use is made of formative assessment

Curriculum and assessment

Help trust leaders to:

- Ensure a broad, structured and coherent curriculum is in place
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of focused intervention and support
- Implement valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum

Behaviour

Help to ensure:

- High standards of pupil behaviour and courteous conduct are achieved, in accordance with the trust's behaviour policy
- Headteachers implement consistent, fair and respectful approaches to managing behaviour
- Adults within the trust model and teach the behaviour of a good citizen

Additional and special educational needs and disabilities

Contribute to:

- The promotion of ambitious expectations for all pupils with additional and special educational needs and disabilities
- The establishment of a culture and practices that enable pupils to access the curriculum and learn effectively
- Systems for the trust to work effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Systems to ensuring the trust meets its statutory duties with regard to the SEND code of practice

Professional development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-trust improvement, team and individual needs

- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- Ensure that professional development opportunities draw on expert provision from beyond the trust, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational management

- Help to ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- Ensure effective safeguarding policies and practices are in place across the trust
- Help ensure staff are deployed and managed well with due attention paid to workload

Continuous improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the trust's context
- Ensure careful and effective implementation of improvement strategies, which lead to sustained trust improvement over time

Working in partnership

- Help the trust's academies work successfully together in a climate of mutual challenge and support
- Contribute to the development of successful partnerships with other schools and trusts, working in a climate of challenge and support
- Support the work of the trust's Teaching School Hub, perhaps taking responsibility for a strand of this work, such as coordinating Professional Development, NPQs or the delivery of the ITT programme
- Where appropriate, establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and accountability

- Where appropriate, give account and accept responsibility for progress to the board
- Ensure that staff know and understand their professional responsibilities and are held to account
- Ensure the trust effectively and efficiently operates within the required regulatory frameworks

OPERATIONAL MATTERS

Leadership

- Build effective working partnerships with headteachers and other academy-based leaders
- Work with the Directors of School Improvement and Primary Education, to ensure trust-wide policies and practices are implemented consistently

- Number of pupils to be up to 6000

<i>Expertise in role required (at selection - level 1)</i>	Essential or Desirable
• Qualified Teacher Status.	Essential
• Degree or equivalent.	Essential
• Evidence of continuing professional development and a willingness to undertake further development as appropriate.	Essential
• Good working knowledge of the OFSTED framework and other measures for evaluating the performance of a school.	Essential
• Successful teaching experience as measured by pupil data and lesson observations.	Essential
• Successful leadership experience.	Essential
• Experience of improving standards for teachers, key stages or a subject.	Essential
• Experience of improving standards at a whole-school level, including leadership.	Desirable
• Experience of improving standards across schools	Desirable
• Able to view individual school or areas of responsibility goals in a whole trust context.	Essential
• Able to develop strategies for improving the quality of education in a school.	Essential
• Able to analyse data with a view to developing strategies to improve performance.	Essential
• Able to monitor and evaluate impact of interventions and strategies.	Essential
• Knowledge of innovative teaching and learning strategies.	Essential
• Excellent communication skills.	Essential
• Excellent behaviour management skills.	Essential
• Commitment to the safeguarding of young people.	Essential
• Able to coach others to improve leadership and teaching, including behaviour management	Essential
• Able to analyse school standards and prioritise the strategies that will have the biggest impact	Essential
• Familiar with the use of research to inform best practice and improvement strategies	Essential
• Able to successfully lead others, identifying clear priorities, communicating effectively and supporting improvements.	Essential
<i>Other (physical, mobility, local conditions)</i>	
• Good role model in terms of promoting trust aims and values, together with professional standards for teachers and leaders.	Essential

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|---|-----------|
| • Willing to work flexibly within scope of overall hours, e.g. occasional evening meetings. | Essential |
| • Willing to work at different trust schools sites for short or medium term placements. | Essential |

Expertise in role - after initial and advanced development

- Wide network of school improvement contacts both within the trust and with external bodies.
- Evidence of on-going continuing professional development at a senior level.

Signatures

Approved by : CEO

Approved by : Post Holder/or Representative

January 2022

To apply, please complete an application form on the TES website, which can be found on our career site here: <https://www.tes.com/jobs/employer/-1082675>

Closing date: 9am on 26th January 2022

The selection process will take place week commencing 7th February 2022