

Academy Improvement Lead Candidate Pack





Welcome letter from our Chief Executive Officer

Dear Applicant,

Thank you for your interest in working as part of our team. You will be joining our trust at an exciting part of our journey where we continue to build on the good work in our schools but seek to build the capacity and capabilities of our trust as a whole.

As a CEO new to role in January 2023, I am looking to build a team of energetic, knowledgeable and creative professionals to work alongside our current experienced team both centrally and in schools. This is a rare opportunity to build a system of excellence to surround and support our school communities with care and professional excellence. We strive for the very best for our pupils in a range of settings including nursery, primary, secondary, special schools, all through schools and post 18 specialist settings.

Our pupils and staff deserve the best and we hope that if you are someone who is aspirational and inspirational for pupils and staff you will consider coming to work as part of our team.

Please make contact and we will be happy to discuss the role and trust further.

Lynsey Holzer
CEO



About The Active Learning Trust

The Active Learning Trust is a large multi-academy Trust that has grown steadily over time. ALT has effectively established a strong clear ethos, vision and values across all its schools.

- We know our schools exceptionally well and there is honest reflection on and evaluation of our strengths and areas for improvement.
- We have clear and appropriate plans for continuing to improve the quality of education and pupil achievement.
- We encourage and celebrate the individual characteristics of each of our schools and provide them with a good balance of autonomy and central oversight and accountability.

Our Schools

- ALT currently comprises 19 schools. We have schools in Cambridgeshire and schools in Suffolk.
- The Trust has two special, three secondary, one all-through and 15 primary schools – including an infant school.
- One special school, one secondary school and four primaries are academy converters. The remaining 15 schools are sponsor led academies.
- The Trust was initially established with one school in April 2013 and since then has gradually expanded over time with 4 new schools joining in 2013, six in 2014, three in 2015, three in 2016, three in 2017 and the latest school joined us in January 2018.
- The primary schools vary in size from around 70 to 650 pupils. The secondary schools vary in size from 600 to around 1400 pupils in our largest school site. (i.e. remove the reference to growing to capacity on the basis that LECA open to all year-groups).
- Four of our schools were opened as new, with pupil intake increasing incrementally each year.

The Trust's schools fall naturally into three designated geographical sub-regions – Ipswich, the Lowestoft area, and mid Cambridgeshire. This allows the Trust to apply so-called 'hub' level school to school support and collaborative working and other mutually supportive arrangements. The synergy this creates has become a key way of working for the Trust and continues to develop further over time.

- The proportion of disadvantaged pupils in the Trust is above that found nationally.
- The proportion of pupils with an Education Health Care Plan is in line with national averages.
- The proportion of pupils with Special Educational Needs and/or Disabilities and who speak English as an additional language are below national averages.





About The Active Learning Trust *continued*

Our Aims

In our academies and the schools that we work with, we will:

- Establish and maintain strong and effective leadership.
- Maintain the highest expectations of Trust-wide teaching and learning and recognise that each school is an integral part of its local community.
- Deliver good governance as a non-negotiable element of our work.
- Develop and sustain a strong and rapid trajectory of improvement in all our schools.
- Ensure a calm and purposeful learning environment.
- Maintain robust systems of performance management.
- Champion broad and balanced curricula designed to meet the needs of the 21st Century.
- Develop and sustain strong links with local and national business to foster links for work experience and future employment opportunities.
- Harness the developing potential of information technology to enhance classroom practice and the business operations of the Trust.
- Promote the sharing of expertise and effective practice across our academies and schools.
- To listen to pupils, staff and parents as to how the Trust and schools deliver to their local communities.
- Provide value for money services.
- Build capacity by nurturing a collaborative network of school improvers.
- Be outward facing, learning from excellent practice and other research to develop the offer in our schools and across the Trust.
- Ensure community 'ownership' of our academies and schools and that they are seen as the schools of choice by their communities.
- Foster and sustain strong links with further and higher education.

In overall terms, the Trust wants to be able to be judged as having met a shared set of values and a vision, delivering a high-quality education provision so that all pupils and students maximise their potential for learning.

Our Vision

Is to maximise our impact at school level, both with schools in need of significant improvement and with those that are already outstanding and have a desire to develop and use their expertise to support others. Specifically, we will:

- Support the drive to raise standards in the lowest performing schools, through our own team of experienced school improvers and with the support of existing high performing schools.
- Continually improve our capacity to ensure that the quality of what we deliver remains at an outstandingly high level by ensuring there are strong systems of performance management in place in all schools to support improvement, seeking out and valuing excellent performance and by ensuring good value for money.

About The Active Learning Trust *continued*

- Ensure the delivery of high-quality education through our academies to support pupils across all age ranges from the early years to post 16.
- Work with LAs on school organisation issues to address local communities' demand for the provision of high quality school places locally.
- Develop the leadership, management and governance in all our schools so that we grow and maintain the best leaders, and act as a "Training School" network to grow the next generation of effective teachers and school leaders.
- Develop and support local governing boards who share our determination to raise standards in all Trust schools.
- Provide value for money services to our schools that minimise administration locally and maximise the potential for our managers to be leaders in their school.

Our Values

- We recognise each school is different – we don't look to impose a corporate style or identity on schools but we do have a common approach to maintaining the highest expectations.
- We believe our role is to help school achieve excellence through the provision of support, advice and challenge of the highest quality.
- We are committed to a collaborative approach to our work, based on a shared understanding of what needs to be done, by whom and when in order to maximise the impact of our work.
- The Active Learning Trust seeks to promote a tolerant and informed view of the world and holds non political, cultural or religious affiliations. These core values underpin our commitment to provide the highest quality education for all our pupils so that they can go on to live fulfilling and responsible lives as active citizens.
- We are always open and honest in our communication and welcome feedback.
- We always do what we say we will do.
- We will strive for excellence and quality in everything we do.
- Our staff can expect support and advice of the highest quality, clarity about expectations we have of them and the right and responsibility to share successes and concerns.
- We believe pupils in schools that are part of the Trust have a right to an excellent education and a responsibility to positively take part in the school and community life to the best of their ability.
- We believe that parents are an important part of a child's education and it is the responsibility of the Trust and schools to engage positively with parents to secure their support to raise attainment.
- We believe that strong Local Boards, acting as part of the Trust's monitoring and evaluation of progress, are key partners to success.



About The Active Learning Trust *continued*

Inspired by our colleagues at Active Teacher Training, our ALT Institute will encapsulate all elements of our people development strategy, helping all stakeholders to support the young people we work with:

What is the ALT Institute?

'Institute' is an umbrella term for all people development available to our staff. It is any people development activity that takes place in or across academies, delivered by or for ALT colleagues. In essence, it is every development opportunity available to staff: blogs, coaching, conferences, courses, role-performance development activities, podcasts, reading, SDGs, team-teaching, TNGs, webinars, workshops and more.

Where is our ALT Institute?

Anywhere and everywhere! Anywhere people development takes place (in academies/ external venues/at home in your living room) forms part of the Institute.

Our Institute is a learning eco-system, through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system.

Leadership doesn't just come from the top; it has to be genuinely stakeholder-led. In this vein, we have designed our learning eco-system intentionally to incubate teacher agency.

Irrespective of our role, we all have a responsibility to make things better for children and young people, helping ensure that teachers are delivering the best possible education.

Thus, we have a professional obligation to keep getting better through engagement in people development activities, so that the 'edge' between schools and communities, where educators work with pupils, parents and carers and communities, is the best it can possibly be.

Who is our ALT Institute for?

Please note we use the collective pronoun 'our' and not the determiner 'the.' Our Institute is not independent of us. It is us. We will contribute to our training and development when we deliver people development, and we will benefit from it when we attend or seek out development ourselves.

It serves our whole ALT community. We are all working hard to ensure that there are high-quality people development opportunities for every single stakeholder across our organisation.

We are committed to the very best people development. We empower all employees through equity of opportunity, and we place the needs of our stakeholders and the communities we serve at the front and centre of all we do.

We believe we are better together and value collaboration within and beyond our organisation. ALT people development activities will be the very best professional learning our stakeholders have ever had. Through high-quality people development, we will all transform lives and communities.

We resolutely believe that it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ALT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute.

The advancement of our Institute in this way will lead to whole system improvement and transform more lives and communities.



**ALT Institute of
Teaching and
Leadership**

Academy Improvement Lead

To be accountable for sustainable and measureable improvement of the standards and performance of Designated Trust High Priority Schools in the following areas:

- Achievement
- Attendance
- Behaviour
- Curriculum
- Quality of Education
- Safeguarding
- Finance
- Ofsted Readiness
- Operational Leadership & Management (Culture)

Key Responsibilities and Accountabilities

Strategic Leadership – at designated high priority schools

- Be accountable to the Trust for the sustained improvement of outcomes for children and young people attending the school.
- Work with the Deputy CEO, central services teams, the trustees and local governing body and the Senior Leadership Team of the school to develop, implement and monitor a robust improvement plan with a clear vision for the school.
- Work with Headteachers to introduce and embed the Trust's quality standards in all aspects of the school's operation.
- Work with Headteachers to put in place management systems, in line with the Trust's school improvement framework, to secure rigorous lines of accountability for pupil outcomes.
- Work with the Headteachers to secure solid systems for the smooth and efficient running of the school, with particular regard for embedding good systems to secure behaviour and attendance.
- Work with the Headteachers on any necessary management and staffing restructuring in conjunction with the Head of Human Resources and the Deputy CEO.
- Support the development and capacity building of senior and middle leaders at the school.
- Ensure positive engagement from staff and commitment to the vision and high expectations of the Trust.
- Contribute to the preparation of the School Dashboard and Score Card.
- Broker and secure additional resources, as required, to help the school meet the expectations of the Trust.
- Ensure strong feedback and reporting in order that the Trust may have clarity on the performance secured within each school.



Job Description

Academy Improvement Lead

Job Description *continued*

Leading Teaching, Learning and Assessment – at designated high priority schools

- Work with the Headteacher to secure consistently high standards of teaching, learning and assessment in all subject areas and in all year groups through the introduction and embedding of the Trust's teaching, learning and assessment policies and strategies.
- Ensure that the Trust's monitoring and evaluation systems are used to hold senior leaders and subject leaders to account for pupil progress on a regular basis.
- Work with the Headteacher to put in place a culture of learning and transparency in relation to lesson observations, work scrutiny and pupil voice, underpinned by rigorous monitoring so that all teachers know what constitutes good and outstanding teaching.
- Ensure that all teachers and support staff develop and improve their practice through full engagement in professional learning communities.
- Provide coaching support for key staff to improve quality of their teaching practice.
- Work with the Headteacher and Senior Leaders to embed consistency and accuracy in assessment of pupil progress in all subject areas and in all year groups.
- Work with the Headteacher and Senior Leaders to ensure that the progress of any pupil or group of pupils vulnerable to under-achievement is closely monitored and interventions are put in place when required.
- Work with the Headteacher to put in place a curriculum which is consistent with the Trust's expectations and which meets statutory requirements and local needs.

Raising aspiration, achievement and attainment – at designated high priority schools

- Lead, model and promote an ethos of aspiration and achievement for all young people in the school.
- Create a positive culture of challenge, support and high expectations, in order to raise standards and improve the quality of teaching.
- Oversee the process of setting targets for the school.
- Ensure that robust assessment data analysis is used to set challenging targets.
- Ensure that all members of the school community feel valued as individuals.



Job Description *continued*

Relationships Partnerships – at designated high priority schools

- Promote strong relationships and effective working arrangements with the Trust, governors, staff, parents and pupils.
- Work with the Headteacher and Senior Leaders to motivate and enable all staff to carry out their respective roles to the highest standard, through robust line management and high quality continuing professional development.
- Work with ALT Institute to ensure a high standard of professional development for all staff and for self.
- Establish collaborative and open relationships with all stakeholders.
- Within the Trust's frameworks, develop focused and effective partnerships with a range of organisations to support improved outcomes for pupils.
- Work positively with other schools within the Trust and in the local area to improve outcomes and professional practice.

Funding and Budget Management – at designated high priority schools

- Ensure that the school's budget is used effectively and efficiently to maximise its impact on the achievement of the best possible outcomes for pupils.
- In keeping with the Trust's financial systems, ensure that budgetary controls are effective and expenditure is managed effectively.

Accountability – at designated high priority schools

- Be accountable to the Trust for the performance and outcomes of the school.
- Report on a regular basis and as required to the Trust Executive and the Trust's Academic Board on the performance of the school.

Management – at designated high priority schools

- Line-manage associate central staff deployed at the school in line with the Trust's policies through the Team Around the School protocols.
- Work with Headteacher to ensure that rigorous line management systems are in place and operating effectively throughout the school.
- Work with the Headteacher to ensure that comprehensive and systematic programmes of high quality professional development are in place.

Other Responsibilities

- Contribute to the wider work of the Trust, its schools and its communities through partnership working, sharing of expertise and knowledge.
- Carry out any such duties as may be reasonably required by the Deputy CEO.
- Take responsibility as a National Lead for the Multi-Academy Trust on key policy or subject areas.
- Exercise a commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.
- Contribute to the development and delivery of CPD, Teacher training, leadership development and school to school support work of the ALT Institute.



Person Specification



E = Essential criteria, D = Desirable criteria

	Essential	Desirable
QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE		
Qualified teaching status	E	
Educated to degree level or equivalent	E	
Further professional qualifications relevant to the post		D
Up to date Designated Safeguarding Lead and Safer Recruitment training	E	
Extensive school leadership experience	E	
Experience as a headteacher		
A thorough understanding of effective safeguarding practice	E	
Experience of successful school-to-school support	E	
Significant experience of the monitoring and development of teaching and learning	E	
Experience of delivering impactful professional development	E	
Experience of working in an academy trust	E	
Experience of managing change	E	
Excellent understanding of the current OFSTED framework	E	
A sound understanding of school/trust governance	E	
Experience of reporting to those responsible for governance in a multi-school setting		D
Excellent communication skills, both written and oral	E	
Good interpersonal skills with the ability and experience to motivate others	E	
Up to date knowledge of pedagogy and a sound understanding of research in this area	E	
The ability to develop effective partnerships and networks	E	
A thorough understanding of effective curriculum design	E	
Ability to work as part of a team and on own initiative	E	
Experience of monitoring and evaluation of educational provision and standards	E	
Understanding of the national educational context	E	
Knowledge of current curriculum requirements	E	
Excellent understanding of current pedagogical issues and effective research	E	
Ability to use data analysis to help secure school improvement	E	
Work in accordance with the Trust's collaborative values	E	
Sound judgement and decision maker – confident in using own initiative	E	
EQUALITY AND DIVERSITY		
A demonstrable commitment to equality and diversity	E	
SAFEGUARDING		
Commitment to safeguarding and promoting the welfare of children and young people	E	
An understanding of up-to-date safeguarding requirements including all aspects of safer recruitment	E	
OTHER REQUIREMENTS		
The ability to travel to trust schools and other organisations, as required by the role	E	
Committed to own continuing professional development	E	



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Academicis

If you wish to discover more about this exciting opportunity, need any further information or you would like to have an informal discussion, please contact **Tracy Laverack** at **Academicis**, our recruitment partner, on **tlaverack@academicis.co.uk** or by phone on **07554 118 997/01223 907979**.

Closing date: **Tuesday 12th September 2023** • Interviews: **Thursday 21st September 2023**

The Active Learning Trust and Local Governing Body are committed to safeguarding and promoting the welfare of children and young persons and Headteachers must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and complete a Disqualification Declaration.