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V E N N

ACADEMY TRUST

**Director of Leadership and
Improvement Coach**

Together we will...

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VENN ACADEMY TRUST

Director of Leadership and Improvement **Coast**

Leadership 12-16 [**£58,105 - £64,224**] Working with schools in South, East & North Yorkshire

Temporary, 40% Fixed Term

Are you passionate about improving children's life chances?
Are you looking for a new challenge but using your existing skills and experience.
Do you have the skills to support colleagues to meet the needs of a diverse range of pupils?

Our Multi Academy Trust is a group of inspirational and aspirational mainstream and specialist schools in South, East and North Yorkshire whose main objective is to ensure that all pupils make exceptional progress through the development of outstanding staff.

This is a new and exciting opportunity. Working closely with school leaders, the postholder will play a key role supporting and challenging leaders to improve provision and outcomes for pupils. The postholder will be a partner in the school improvement process coaching leaders to make child centered decisions. Ensuring that leaders focus on teaching, learning and the curriculum to ensure every pupil is well supported in every lesson, every classroom, every school.

This is a fantastic opportunity for someone who has experience of successful school leadership and a proven track record for improving outcomes for all pupils, including pupils with special needs.

We are looking for a leader who:

- Has a proven track record of successful school leadership and classroom practice
- Is an outstanding, innovative and hard-working leader, ideally with SENCO experience
- Has proven experience of modelling and coaching skills.


We will offer you:

- A forward-thinking Trust with staff, children and families at the heart of everything we do
- Opportunity to be instrumental in shaping the future for our schools
- Dedicated, talented and hardworking colleagues
- A Trust where staff well-being is taken seriously.

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The successful candidate will work under the direction of the CEO and/or HearMyVoice partners. The successful applicant will work alongside Executive Headteachers and Head of Schools, supporting schools leaders and teachers to secure high standards of teaching, learning and progress for our pupils. The postholder will be based across the sites of our Trust and partner schools.

If you want to find out more contact Simon Witham, CEO via Helen Turner, Trust Clerk, at turner.h@vennacademy.org or 01482 505030.

Closing date: Friday 21 July 2023 at 12 noon

Venn Academy Trust is committed to achieving fairness and equality in employment and welcomes applications from all sections of the community.

Our Trust is fully committed to safeguarding and promoting the welfare of pupils and expects all staff to share this commitment.

An enhanced DBS check is required for all successful applicants.

Online searches will be carried out as part of Venn Academy Trust's recruitment due diligence for all shortlisted candidates, in line with Keeping Children Safe in Education 2023.

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JOB DESCRIPTION and PERSON SPECIFICATION

Academy:	Trust Wide	Grade:	Leadership 12-16 (Pro rata)
Section:	Hear My Voice Team	Date Prepared:	July 2023
Job Title:	School Improvement Coach	Reporting to:	CEO/Hear My Voice Partner

DIGNITY AT WORK

To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Trust.

PURPOSE

To work with school leaders to develop leadership, particularly curriculum leadership within schools across the Trust. To use and deploy effective coaching and mentoring skills to bring about rapid and sustained improvement within agreed timescales. Work with school leaders and teachers to raise levels of achievement and secure improved pupil outcomes in each school through effective coaching. To contribute to the development, growth and marketing of the Trust and its schools as required.

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The Trust's Pay Policy and School Teachers Pay and Conditions Document gives details of the role and professional responsibilities of the staff on the leadership scale. Within that framework, the Trust is seeking to emphasise the following:


SHAPING THE FUTURE

To work with the CEO and Hear My Voice partners to plan the future needs and further development of the leaders within the local, national and international context, by:

1. Support schools in line with Trust and school improvement plans
2. Support the Trust vision and values for all pupils to be the best they can be.
3. Coaching leaders and teachers to be the best they can be.
4. Coach leaders of all schools within the Trust to achieve higher progress in all subjects to ensure children are afforded equality in education.
5. Report directly to the CEO and Hear My Voice Partners to ensure that timely and accurate information is available to leaders.
6. Be available to work across Trust schools in and around Yorkshire.
7. Contributing to the educational vision, direction and ethos that secures effective learning and achievement by pupils, preparing them for the opportunities, responsibilities, and experiences of adult life.
8. Ensuring through coaching that the vision for each school is clearly articulated, shared, understood and acted upon effectively.

SECURING ACCOUNTABILITY

To coach leaders and staff to understand how they are accountable for the provision and progress within their school.

1. Working closely with the Executive Headteachers, Heads of School and Governors to offer regular planned coaching opportunities
 2. Contributing to the Trust's ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility and accountability for outcomes.
 3. Reporting to the CEO and Hear My Voice partners on the discharge of the functions and the affairs of the schools.
 4. Through coaching, ensuring individual staff accountabilities are clearly defined, understood and agreed.
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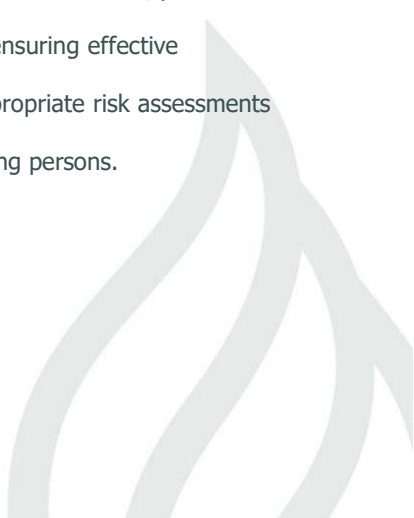
STRENGTHENING COMMUNITY

To coach leaders to recognise and take account of the richness and diversity of each school's community; to contribute to a dialogue that builds partnerships and community consensus on values, beliefs and shared responsibilities; and to listen to, reflect and act on community feedback and build and maintain effective relationships with parents, carers, partners and the community, that enhance the education, where appropriate, by:

1. Ensuring the community-based learning experiences are valued.
2. Working in partnership to provide academic, spiritual, moral, social, emotional and cultural wellbeing of pupils and their families.
3. Ensuring that Trust schools promote effective links with their local community and continue the development of close liaison with other local primary and secondary schools.
4. Contributing to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
5. Co-operating and working with relevant agencies to protect and safeguard pupils.

MANAGING THE ORGANISATION

To contribute to the day-to-day operation of the Trust to meet specific objectives. To work with the CEO and Hear My Voice Partners to contribute to the Trust's strategic plan and financial context, by:

1. Coaching leaders to manage the organisation of each school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
 2. Coaching leaders to produce and implement clear, evidence-based improvement plans and policies for the development of each school and its facilities.
 3. Coaching leaders to manage the schools' financial and human resources in keeping with financial regulations and Best Practice in order to ensure effectiveness and efficiency in achieving the school's educational goals and priorities.
 4. Coaching leaders to ensure that policies and practices take account of national and local circumstances, policies and initiatives.
 5. Coaching leaders to achieve the vision and goals of their school.
 6. Coaching leaders to identify appropriate priorities for expenditure, allocating funds and ensuring effective administration and control.
 7. Undertaking responsibilities as defined in Health and Safety Policies and ensure that appropriate risk assessments are undertaken.
 8. Undertaking responsibility for promoting and safeguarding the welfare of children and young persons.
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DEVELOPING SELF AND WORKING WITH OTHERS

To work alongside the CEO / coach, motivate, support, challenge and develop individuals and teams; and to foster an open, fair, equitable culture, treating people with dignity and respect to create and maintain a positive school culture, by:

1. Maximising the contribution of staff to improve the quality of education provided and standards achieved and ensuring that constructive working relationships are formed between staff and pupils.
2. Coaching leaders to identify priorities and actions for improvement and evaluating work undertaken by groups, teams and individuals.
3. Coaching leaders to ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for early careers teachers.
4. Coaching leaders and teachers to attain high goals, maintaining a culture of high expectations for self and for others, acknowledging and celebrating the achievements of individuals and teams and taking appropriate action when performance is unsatisfactory.
5. Collaborating and networking with others beyond the Trust.

This job description may be amended at any time after discussion with the successful candidate



PERSON SPECIFICATION

The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements

TICK RELEVANT COLUMN

LIST CODE/S*

identified as desirable are used for recruitment purposes only.

*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation

	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
01. Education, Qualifications & Experience			
1.1 Graduate with qualified teacher status	X		AF
1.2 Minimum of 10 years teaching experience in a school with at least six years at senior leadership level (Deputy Headteacher or equivalent)	X		AF
1.3 Recent appropriate Continuous Professional Development	X		AF
1.4 Able to successfully demonstrate their impact in school improvement	X		AF/I/R
1.5 Successful experience of change management	X		AF/I
1.6 Successful experience of coaching	X		I/R
1.7 NPQH		X	AF
02. Knowledge, Skills & Understanding:			
2.1 Has the knowledge and understanding of current and national issues in relation to pupil development, pupil progress and raising attainment	X		AF/I/R
2.2 Knowledge of target setting to raise attainment at individual pupil cohort and whole-school level	X		I/R
2.3 Ability to analyse data, present findings and implement improvements	X		I/R
2.4 Ability to communicate effectively, both orally and in writing to a range of audiences	X		AF/I
2.5 Proven record of improving standards of teaching and learning in current role	X		AF/I/R
2.6 Proven administrative and organisational skills and financial understanding	X		AF
2.7 Proven ability to motivate and inspire pupils and colleagues	X		AF/R
2.8 Excellent IT skills	X		AF
03. Professional Expertise:			
3.1 Outstanding classroom practitioner with experience of encouraging and developing excellent classroom practice in others	X		AF/R
3.2 Ability to manage and address whole school issues	X		AF/I/R
3.3 Able to coach staff to improve discipline and effectively promote good order and discipline	X		AF
3.4 Proven coaching and mentoring skills	X		AF
3.5 Ability to cater for pupils with a range of Special Educational Skills	X		AF

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	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
04. Monitoring, Evaluation & Review and Accountability			
4.1 Is able to evaluate and review progress and evaluate and implement change as necessary	X		I/R
4.2 Experience of school self-evaluation and developmental planning procedures	X		AF
4.3 Proven understanding of leading staff appraisal processes, holding staff to account, monitoring performance and dealing effectively with underperformance	X		I/R
05. Other Professional Requirements:			
5.1 Proven experience of working with all stakeholders' parents, external agencies and the wider community	X		AF/R
5.2 The ambition to cultivate a collaborative learning culture	X		I
5.3 Leads by example setting high standards of punctuality, dress and conduct	X		R
5.4 Clarity of thought and vision with proven ability to finish a task	X		AF
5.5 Sense of humour (particularly under pressure!)	X		I
5.6 Desire to develop self and others	X		AF/I
5.7 Demonstrate commitment to safeguarding the welfare of pupils and young people	X		AF/I/R
5.8 Able to demonstrate significant school improvement and share an understanding of system leadership	X		AF/I
5.9 Track record of successful partnership working	X		I/R



