



Head of School Improvement

Application pack

Dear Colleague,

Thank you for your interest in the post of Head of School Improvement at the Altus Education Partnership. I hope that you will find this pack useful in completing your application.

The Altus Education Partnership was formed in April 2017. It is a multi-academy trust formed from Rochdale Sixth Form College, and dedicated to the improvement of education in the borough of Rochdale. The sixth form college opened in 2010 to address the significant underachievement in A Level performance in the borough. Since then, it has raised achievement in the area dramatically and become nationally recognised: the college is Ofsted outstanding, and regularly one of the highest performing colleges in the country according to the DfE's performance tables and national achievement rate tables.

The Trust's mission arose from, and builds upon the successes and values of, the sixth form college. In short, our mission is to create a family of academies from early years to 18 that enables students in the borough to progress to an aspirational career, a fulfilling life and to make a positive contribution to society.

The role of Head of School Improvement is essential for us to achieve our mission. We are looking for an exceptional individual who has vision, is an excellent practitioner, and has a successful track record of departmental or school improvement. They must also have the dogged determination to support the continued improvement of education in Rochdale.

Most immediately the successful candidate will work closely with our new school, The Edgar Wood Academy, and Kingsway Park High School (which aims to join the Trust by November 2021). As the Trust grows, so too will the role, gradually taking on cross-trust responsibilities. As per the Altus scheme of delegation, the Head of School Improvement will work with senior staff in high performing schools to maintain and support the quality of education. However, where the Trust's schools are identified as requiring more support, then the successful candidate will need to work in a more directive and supervisory manner to drive improvement.

We wish to appoint someone who will make a tangible difference to education in the borough. In return we promise a supportive and enjoyable working environment, and the resources needed to carry out the role to the highest standards.

I very much look forward to hearing from you.

Yours faithfully



Richard Ronksley
Principal/CEO

Making your application

I hope that when you read this pack you are inspired to apply for the post. If you are, then this is what you need to do:

Application

1. Complete the Altus Education Partnership application form.
2. Provide a supporting statement of no more than one side of A4 which should address the criteria in the person specification.

Send your application by email to recruitment@altusep.com or post it to Altus Education Partnership, C/O Rochdale Sixth Form College, College Road, Rochdale, OL12 6HY.

Deadline

The deadline for the post is **Wednesday 6 October 2021** (to arrive no later than 12 noon). Interviews to take place on Wednesday 13 October 2021.

Shortlisting

We will unfortunately be unable to notify candidates who are not on the shortlist; therefore, if you have not heard from us your application has been unsuccessful on this occasion.

Salary

The post will be paid on the Sixth Form College Leadership Pay Spine, points L19 – L24, currently £74,628 to £84,025 per annum.

Start Date

January 2022

Altus Education Partnership Vision, Mission and Values

Our Vision & Mission

To create and successfully run a family of inclusive academies from early years to 18 that enables all students, regardless of background, to progress to an aspirational career, a fulfilling life and make a positive contribution to their local community.

Our Values

- **Unrelenting commitment** to improve the quality of our provision and enhance the lives of our students.
- **Openness** in the way we build trust and bring purpose to our work as a Multi Academy Trust.
- **Accountability** through the rigorous, transparent and forensic analysis of all aspects of our performance.
- **Commitment** to the principles of inclusion and equality.
- **Dedication** to the borough of Rochdale and its surrounds.
- **Collective responsibility** for one another and the results of all our students – “if one fails, we all fail”.

The Ambition is that by the time students leave they will:

- Have achieved their personal academic potential giving them a greater choice in life.
- Have the highest aspirations and developed the self-esteem, confidence, and emotional resilience to exploit their potential.
- Be contributing members of the community and have compassion for others.
- Be able to celebrate their success and that of others.
- Have developed the confidence to overcome barriers to success.
- Be articulate, creative, and prepared for future growth and learning.
- Be happy!

Shared Objective for all Staff: "To maximise students' achievements"

- At Altus Education Partnership we do this through engaging our students in their subjects and inspiring them to enjoy their studies in a totally positive atmosphere.
- Our students are challenged to achieve through a culture of high expectations and a belief in their ability.
- Above all, staff at Altus Education Partnership like their students and demonstrate this through their daily conduct and interaction.

Job Description

| | | | |
|----------------------------------|----------------------------|-------------------|---|
| Job Title: | Head of School Improvement | | |
| Reports to: | Chief Executive Officer | | |
| Staff Responsibility for: | TBC | Salary | £74,628 - £84,025 (L19 – L24 on the SFCA scale) |
| Additional: | As assigned | Term | Permanent Full Time |
| | | Start Date | January 2022 |

Strategic Responsibilities

- As per the Altus scheme of delegation, work with senior staff to maintain and support the quality of education in the Trust's schools. Work in a more directive and supervisory manner with senior staff where Altus schools are identified as requiring support.
- Support the CEO and CFO in the development of the Trust's schools.
- At all phases, work with schools on curriculum design and sequencing so that students are well prepared for their next steps in education.
- Lead, contribute to and participate in Trust professional development to improve the quality of education, target setting and action planning.
- Provide consistent, motivational leadership and support to senior leaders in partner schools and Altus academies. Support all of our schools to be the best they can be and be role models for others.
- Support senior staff to ensure accurate, timely and effective self-assessment and school improvement plans are completed. Ensure that all schools continually improve the quality of education for the young people in their care, taking appropriate actions where more rapid improvement is necessary.
- When requested, and following discussion with, the Trust CEO and the relevant headteacher/principal, work with local partner schools to support curriculum delivery and the quality of education for students.
- Critically evaluate and report on each school's performance and ensure all performance targets are achieved.
- Work with political and financial astuteness to plan for the future needs and further development of the schools within the Trust.
- Ensure regular, open communication with the CEO, working to enable the Trust Board to meet its responsibilities.

Teaching and Learning

- Support schools to engage learners through creating effective, interesting and relevant teaching and learning with a broad, balanced and well-sequenced curriculum which builds students' 'powerful knowledge'.
- Identify highly effective practice within the Trust schools, ensuring this is shared between faculties.
- Secure and sustain effective, high quality teaching and learning by developing and embedding efficient strategies for monitoring and evaluating the quality of teaching and standards of students' achievement and progress, using benchmarks and setting targets for rapid improvement.
- Ensure that effective and appropriate pastoral support is available to students in all schools.
- Support headteachers in developing an inclusive and supportive approach so that each school is a place where all students and the wider community feel welcome.

Systems and Processes

- Support the CEO to secure robust Trust self-evaluation and quality assurance procedures.
 - Work with the MIS Manager to provide reports/data to support the CEO and Trust Board to assess individual school performance.
 - Working with the headteacher/principal, CEO and CFO, advise the Trust Board on school improvement issues and their financial implications.
 - Develop a culture of personal responsibility that recognises excellence and supports appropriate strategies to deal with under-performance in accordance with Trust appraisal and capability policies and procedures.
- Have an overview of safeguarding and ensuring effective procedures are in place across the Trust.

The Altus Education Partnership

- Provide leadership for effective CPD events and activities delivered by Altus
- Lead peer reviews for Trust schools in accordance with the policies agreed by the Steering Group.
- Support and broker the supply of system leaders such as National Leaders in Education (NLEs), Local Leaders in Education (LLEs) and Specialist Leaders in Education (SLEs). Liaise with CPD leads in schools to ensure access to National College programmes, e.g. NPQH, NPQML, NPQML
- Support the recruitment of outstanding new teachers and ensure schools meet the requirements of the Early Careers Framework.
- Support and provide school-to-school support that gives additional capacity to ensure that all schools can be strong and successful, meeting the needs within their own context.
- Engage in research and development work that contributes to a more evidence-based approach to school improvement.

General responsibilities

- Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support diversity to help ensure everyone has equal access to the Trust's services and feels valued, respecting their social, cultural, linguistic, religious and ethnic background.
- Undertake personal development through training and other learning activities including performance management as required.

This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading. The person appointed will be expected to work flexibly and the exact nature of the duties described above is subject to periodic review and is liable to change.

Person Specification

| | | Assessed by: | |
|---------------------------|--|--------------|-----------|
| No. | CATEGORIES | App Letter | Interview |
| ESSENTIAL CRITERIA | | | |
| Personal Qualities | | | |
| 1 | An unwavering commitment to the vision, mission and values of the Trust | √ | √ |
| 2 | A resilient, determined, positive and creative approach | | √ |
| 3 | Sound judgement, integrity and consistency, particularly when under pressure | | √ |
| 4 | Empathy, affability and positivity – ‘can do attitude’ | | √ |
| 5 | Confidence, influence and gravitas | | √ |
| 6 | Resilience and high degree of motivation – a self-starter | | √ |
| 7 | Tact and diplomacy | | √ |
| 8 | Interpersonal and communication skills of a high order, applicable to a range of audiences | √ | √ |
| 9 | Concern for the individual and team needs and the ability to cater for both | √ | √ |
| 10 | High degree of emotional intelligence | | √ |
| 11 | Able to attend meetings during the evening | √ | √ |
| 12 | Flexible | | √ |
| Commitment | | | |
| 13 | To the vision, mission and values of the Trust | √ | √ |
| 14 | To teaching and learning as the first priority | √ | √ |
| 15 | To valuing the individual and boosting self-worth and self-belief of <u>all</u> young people | | √ |
| 16 | To outstanding student progress and attainment | √ | √ |
| 17 | To high standards and expectations with no accepting of second-best – students and staff | | √ |
| 18 | To promoting equality of opportunity | | √ |

| Qualifications | | | |
|--|--|---|---|
| 19 | Qualified Teacher Status | √ | √ |
| 20 | Appropriate academic or professional qualification at degree or higher degree level | √ | √ |
| 21 | Evidence of recent and relevant CPD | √ | √ |
| 22 | Full driving licence | √ | |
| Experience | | | |
| 23 | Substantial successful record of teaching, achieving outstanding results and having personal impact | √ | √ |
| 24 | Significant experience of a senior management role | √ | |
| 25 | Experience of working across a group of institutions | √ | |
| 26 | Experience of working with governors/trustees | √ | |
| 27 | Significant impact on standards of attainment | √ | |
| 28 | Proven ability to develop teaching staff | √ | √ |
| 29 | Outstanding classroom practitioner with evidence of excellent examination results | √ | √ |
| 30 | Experience of professionally developing staff including coaching and mentoring | √ | √ |
| Abilities, Skills and Knowledge | | | |
| 31 | Ability to set and achieve demanding performance targets and to effectively manage identified underperformance | √ | |
| 32 | Ability to prioritise, work efficiently and accurately, particularly under pressure, to deadlines and using own initiative | √ | |
| 33 | Good understanding of the key issues affecting the curriculum | √ | √ |
| 34 | Understanding of current developments in education, and of relevant qualification frameworks | √ | √ |
| 35 | Ability to write coherent reports and speak in public effectively | √ | |
| 36 | Ability to promote the Trust in the wider community | | √ |

| | | | |
|----|--|---|---|
| 37 | Strong verbal and written communication skills | √ | √ |
| 38 | Being available and approachable to staff at all levels and with varied knowledge | √ | √ |
| 39 | Skilled in understanding how to embed a culture of outstanding performance and student support improvements in standards, in teaching and learning and in behaviours | √ | √ |
| 40 | Excellent IT skills, including the ability to use MS Office software packages | √ | √ |

