

Peterborough Diocese Educational Trust

Interim Executive Headteacher / Academy Improvement Officer



Context:

The Peterborough Diocese Education Trust (PDET) is a multi-academy trust formed by the Peterborough Diocese Board of Education. Our family of academies seek to serve their local communities; they are inclusive welcoming children of the Christian Faith, of other faiths, of no faith, children from all backgrounds and of all abilities. We believe in the infinite worth of each person: children deserve the very best education and staff deserve the very best support to deliver this. Each of our academies maintains its own unique identity but we are confident that we can achieve more together than each academy can singly.

PDET has experienced a period of rapid growth since May 2014 when the first academy joined our multi-academy trust. Currently, PDET has a network of twenty-five academies employing over 700 staff and serving over 4200 children. We have several other schools going through the conversion process, consequently we wish to increase our school effectiveness capacity by appointing a full-time Interim Executive Headteacher / Academy Improvement Officer to work directly in schools, to meet our increasing responsibilities.

INTERIM EXECUTIVE HEADTEACHER / ACADEMY IMPROVEMENT OFFICER - JOB DESCRIPTION

Purpose

To provide professional challenge and support in academies within Peterborough Diocese Educational Trust (PDET) by working alongside a substantive Headteacher as an Interim Executive Headteacher or providing direct leadership as an Interim Headteacher.

Reports to

Director of Learning and Achievement

Key Contacts

- Head teachers and senior leaders
- Chairs of governors of academy
- Directors of PDET

Principal Duties and Responsibilities

- Provide direct leadership on an interim basis in individual academies;
- Provide professional leadership to secure the success and continuous improvement of an academy;
- Assess, review and implement an academy's self-evaluation and academy improvement plan against available evidence;
- Review an academy's targets and priorities for the coming year to ensure they are realistically ambitious;
- Evaluate the performance of an academy, identify priorities for improvement and plan effective change;
- Help build an academy's capacity to improve pupils' achievement and to realise other key outcomes for pupils that bear on achievement;
- Contribute to whole-school improvement in the academy;
- Provide challenge and support for the existing senior and middle leadership team in the academy;
- Provide information to the governing body on their academy's performance and development;
- Advise an academy on resources and strategies which fit priorities and implement as necessary;
- Discuss and help broker a package of support and challenge for an academy and ensure that this is appropriately managed;
- Report improvements and barriers to improvement to the academy's local governing body and the Director of Learning and Achievement.

Additional Duties and Responsibilities (during interim assignments):

Systems and Process:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
3. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its function to hold the headteacher to account for pupil, staff and financial performance.
4. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

Pupils and Staff:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Develop the school ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. Establish, promote and respect an inclusive culture that promotes equality and an understanding of diverse cultures, faith groups' languages and ethnic groups.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation in order to ensure colleagues have distinct roles and responsibilities and hold each other to account for their decision making.

The Self-improving School System:

1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

INTERIM EXECUTIVE HEADTEACHER / ACADEMY IMPROVEMENT OFFICER - PERSON SPECIFICATION

Qualities:

- Hold and articulate clear values and moral purpose, focused on providing a world class education for pupils;
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors, PDET, the Diocese and members of the local community;
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on own scholarship, expertise and skills, and that of those around them;
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context;
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Skills and abilities:

- Interpret complex and detailed quantitative and qualitative data accurately and quickly;
- Pursue challenging and rigorous questions, probe explanations of root causes and apparent inconsistencies;
- Identify key issues accurately;
- Give accurate feedback, both oral and written;
- Willing to support the Christian ethos and values of PDET;
- Confidently use information and communications technology.

Judgement:

- Make sound judgements on the basis of evidence, qualitative and quantitative information and rigorous analysis about performance and potential;
- Be consistent in the assessment of an academy leadership's record in evaluating its own improvement actions; its capability to deliver improvement and evaluate the impact of actions; and its record in delivering improvement;
- Awareness of the complex issues which surround the achievement of different groups of pupils, for example children in care, boys, girls, those of different ethnic or socio-economic groups and those with a disability or special educational need;
- Acknowledge a full range of options and their pros and cons and demonstrate aspirational, yet realistic expectations, providing challenge that stretches professional practice;
- Explain how judgements are made and be able to justify them in the face of opposition or challenge.

Knowledge of:

- Sustaining wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development;

- Tackling underperformance in different contexts and at all levels;
- Academy improvement strategies;
- Current government education policies and strategies and their implementation;
- The types and sources of services available to help academies;
- Collaborative approaches between academies;
- Principles and practice of quality assurance systems, including academy self-evaluation and performance management;
- Equal opportunities legislation and the issues surrounding the achievement of different groups of pupils.

Experience and expertise:

- Successful experience at academy senior leadership level;
- Recent first-hand experience of successful performance improvement in practice;
- Record of successful organisational and people management;
- Experience of academy improvement techniques and approaches and of using self-evaluation to identify priorities for action.

Personal qualities:

- Able to support and work within the Christian ethos and values of PDET;
- A highly motivated, enthusiastic, strategic leader;
- Credible, commanding respect in a wide range of circumstances;
- Committed to lifelong learning;
- Able to collaborate with colleagues;
- An open-minded, active listener;
- Able to initiate and deal with challenge and manage conflict;
- Creative in problem solving;
- Articulate in speech and in writing;
- Able to promote and manage change.

Peterborough Diocese Educational Trust – Interim Executive Headteacher / Academy Improvement Officer

MAIN TERMS AND CONDITIONS OF EMPLOYMENT

Employer	Peterborough Diocese Education Trust
Salary	£55,000 pro rata
Location	The post will be based at the Education Office, Bouverie Court, 6 The Lakes, Bedford Road, Northampton NN47YD but will include travel throughout the Diocese and beyond.
Probation	The appointment is subject to a 6 month probationary period.
DBS	An enhanced disclosure from the Disclosure and Barring Service is required for this post.
References	References given on the application form will be approached before interview unless otherwise specified. All offers of employment are subject to satisfactory references.
Start date	1 September 2018