



*Working together to
achieve excellence in education*

Director of Education (Primary)

INFORMATION PACK, May 2018



About the River Learning Trust

River Learning Trust (RLT) is a multi-academy trust responsible for a number of primary and secondary schools and a school centred initial teacher training provider within Oxfordshire and east Swindon. The schools and SCITT are united by their commitment to the principles of the Trust and a common belief in the benefits of everything that is gained by working together.

Our Principles

The River Learning Trust is a community of children, young people and adults with shared principles:

- **Commitment to Excellence;** striving for the best educational experience through continuous improvement.
- **Everyone Learning;** creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning.
- **Respectful Relationships;** acting with care, integrity, and fairness in all we do

Our Vision

Education has the power to change lives, communities and society for the better. At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone. All of the schools in the River Learning Trust are united by a common belief in the benefits of working together, and by our commitment to our three shared principles. Our collective vision is to be a Trust where pupils and staff thrive in schools which demonstrate:

- all-round education providing academic success, cultivation of lifelong learning and strength of character;
- sustainable continuous improvement, with no school standing still;
- being judged good and outstanding, or improving rapidly;
- collaboration that is raising standards and supporting teacher wellbeing;
- pupils, staff, parents and communities valuing everything we do to support the best possible outcomes and experiences for our children and young people.

Our Schools and SCITT

The following schools are currently a part of the River Learning Trust:

Secondary

- The Cherwell School
- Chipping Norton School
- The Marlborough School
- Kingsdown School
- Wheatley Park School
- The Swan School (in pre-opening)

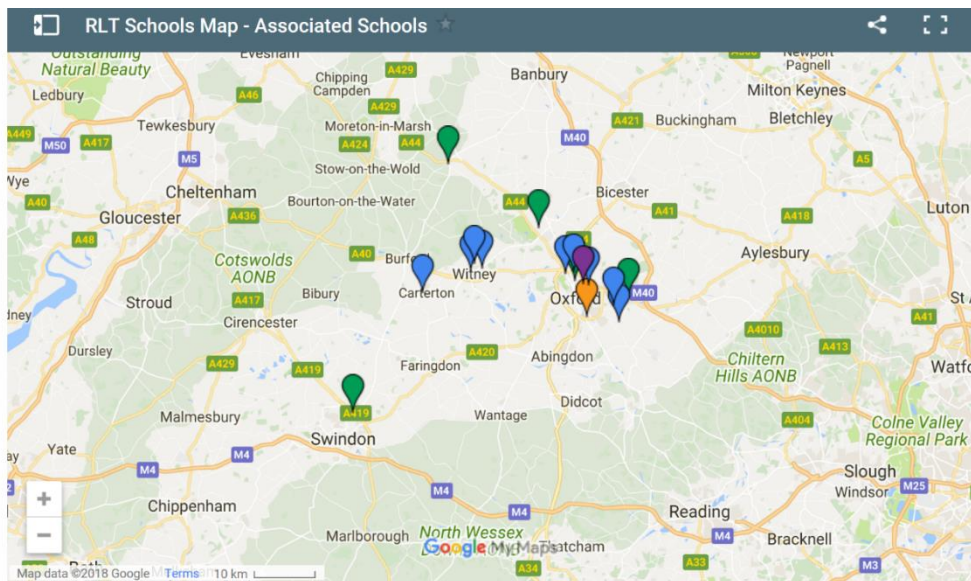
School Centred Initial Teacher Training

- Oxfordshire Teacher Training (The Cherwell OTSA SCITT)

Primary Schools

- Cutteslowe Primary School
- Edith Moorhouse Primary School
- Garsington Primary School
- Horspath Primary School
- Madley Brook Primary School
- New Marston Primary School
- Tower Hill Primary School
- Witney Community Primary School
- Wolvercote Primary School

We currently educate 6300 pupils in the secondary phase and 2300 in the primary phase. The SCITT trains c.80 trainees in c.40 schools across Oxfordshire



- 📍 Current Secondary Schools
- 📍 Current Primary Schools
- 📍 Consulting/convertling Secondary Schools
- 📍 Consulting/convertling Primary Schools
- 📍 New unopened Secondary School (due to open 2019)

Our Website

Please visit our website: <https://riverlearningtrust.org/>

Here you will find more information about the Trust, our history, our schools and SCITT, our approach, and our people.

Dear Candidate

Thank you for your interest in working with us at River Learning Trust. You will see from our website that we are a flourishing multi-academy trust, and we are continuing to grow as like-minded schools choose to join us; we have a further three primary schools due to join us in September 2018.

Recruiting to the new role of Director of Education (Primary) is a key next step in enabling us to deliver our vision so that working together within the Trust will deliver the best possible experience for our children, young people and staff. We have also recently recruited to recruit to a Director of Education (Secondary) post. The post holders will work closely together and directly with me to lead the strategy for school improvement in the Trust and will have a central role in supporting schools with enhancing curriculum development and delivery.

If you are passionate about how an excellent education founded on an outstanding curriculum can improve the life chances of children and young people, providing stimulating and engaging provision and rich opportunities for pupils and staff, then this post is for you. You will have the opportunity to research, develop and implement best practice frameworks for curricula in our schools, linking with assessment, pedagogy and cognitive psychology.

As well as being engaged in medium and long-term strategic development you will have first-hand involvement in school improvement work to ensure our work is grounded in the realities of school experience and to provide you with the best possible career development opportunities.

We ask a lot of the people that work with us, and we think we offer a lot in return. Most importantly we have a real commitment to training and professional development for everyone that works with us. It's busy, it's stretching, and it's incredibly rewarding.

If you think this might be for you, then we would love to hear from you. If you have any questions and would like to speak with me, please contact Jo Grabowska or Emma Formby at Tes on 020 3194 3085 or 020 3194 3147. Alternatively, you can email them at joanna.grabowska@tes.com or emma.formby@tes.com

Thank you again for your interest and I look forward to hearing from you.



Paul James

Chief Executive



Job Description

Job Title:	Director of Education (Primary)
Purpose:	Developing and improving the quality of education provision in schools within the Trust to deliver excellent outcomes
Accountable to:	Chief Executive Officer
Responsible for:	The post holder will be responsible for line management of the primary Support and Challenge Partners (currently 2).
Contract Terms:	Full time, permanent
Salary:	L16-20, (£57- 63k), more for an exceptional candidate
Disclosure Level:	Enhanced DBS
Location:	Flexible – some requirement to work from the Trust central office (North Oxford) and across Trust Schools. Opportunities for some homeworking.
Start date:	Flexible – January 2019 or sooner if available

Key Contacts:

- Chief Executive
- Director of Education (Secondary)
- Support and Challenge Partners
- Headteachers and Senior Leaders in Schools
- Chairs of Governors
- Trustees

Job Purpose:

The Directors of Education have an essential role in the development and delivery of excellent education for our children and young people. The work of the Director of Education should support the professional learning, development and performance of staff across the Trust. The nature of the work will support teacher wellbeing by providing frameworks, resources and training to support efficient use of time within schools.

The Directors of Education (Primary and Secondary) must work closely together to ensure alignment of strategy and approach, whilst recognising the phase specific expertise required to ensure impact.

The 5 most significant areas of focus for the roles are:

- **Strategic School Improvement:** Implement and further develop the RLT strategic school improvement strategy to secure positive outcomes
- **Curriculum Development:** Leading development of curriculum frameworks including approaches to content, sequencing, teaching and learning, and assessment
- **Collaboration:** Oversight of and securing impact from collaborative RLT networks
- **Training:** Design and delivery of training for school leaders
- **Support and Challenge Partner:** Act as a Support and Challenge Partner for one or more schools

Areas of Responsibility:

Strategic School Improvement

- To drive the delivery of the RLT school improvement strategy through the 3 core strands of *People, Process and Culture*
- To have, and be able to articulate in a way which develops in others, an excellent knowledge of approaches to school improvement
- To work with the Chief Executive, Director of Education (Secondary) and Support and Challenge Partners to ensure the strategy is fit for purpose and implemented appropriately in our schools
- To develop and lead the implementation of agreed school improvement frameworks in line with the RLT school improvement strategy
- To lead and line-manage the work of Support and Challenge Partners to secure impact of their work on quality and standards in schools
- To take responsibility with colleagues for the progression of schools through the phases of the school improvement journey outlined in the strategy

Curriculum Development

- To have an excellent evidence-based knowledge of curriculum and assessment development, pedagogy and cognition
- To distil and articulate evidence-based knowledge in a way which develops others
- To develop and lead the implementation of agreed curriculum and assessment frameworks across schools within RLT
- To work closely with the Director of Education (Secondary) to ensure alignment between the primary and secondary phase in curriculum development and approaches to teaching, learning and assessment
- To secure rich professional collaboration with colleagues in schools leading to effective and rigorous implementation of agreed frameworks

Collaboration

- To engage collaboratively and effectively with school leaders in the development and delivery of curriculum frameworks
- To lead the development and work of collaborative networks in partnership with Support and Challenge partners and school leaders
- To understand and work by the principles of *collaborative professionalism* in order to secure impact for collaborative work
- To agree and secure measurable impact from collaborative networks

Training

- To develop and deliver high quality training for leaders and other colleagues in schools
- To have excellent knowledge of adult and professional learning to support training delivery
- To engage in other training opportunities as appropriate, for example with Oxford Teacher Training or the Oxfordshire Teaching Schools Alliance

Support and Challenge Partner

- Assess a school's self-evaluation, quality assurance processes and school improvement plan against available evidence, and support and challenge the accuracy and effectiveness of these
- Interrogate the school's priorities and any targets for the coming year, to ensure that they are ambitious but realistic and focused on all pupils progressing
- Provide an objective review of the school's performance including considering its most recent national test results, trends and information on other pupils' achievement and well-being, and analysing the evidence for improvement
- Identify areas of strength and weakness and scrutinise the progress made by different groups of pupils to ensure that success for some does not hide failure of others, with a sharp focus on disadvantaged pupils and those with SEND
- Research and advise the school on resources and strategies which further priorities.
- Challenge the school where necessary, particularly on its capacity to improve and whether it is focusing on the most important priorities for improvement and development
- Discuss, identify, research, and secure relevant school improvement support from both within the Trust and wider networks and ensure that this is appropriately managed
- Report the outcomes of this work to the school, to the school's governing body, the head teacher, and the Trust Chief Executive
- Provide advice and guidance on the school's performance and to inform the appraisal of the Headteacher.
- Provide challenge and support for the governors and senior leadership team in the schools

General Duties:

- Contribute to the overall ethos/work/aims of the River Learning Trust;
- Appreciate and support the role of other professionals;
- Attend and participate in relevant meetings as required;
- Participate in training and other learning activities and performance development as required;
- Follow the Trust's Health and Safety rules and procedures and adhere to safeguarding principles.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

River Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff 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 obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.

May 2018



Person Specification

Director of Education (Primary)

Qualifications/ Training	<ul style="list-style-type: none"> • Qualified Teacher • NPQH and/or relevant leadership qualification (desirable) • NLE/LLE/Pupil Premium Reviewer (desirable) • Ofsted Inspector or willingness to train (desirable)
Experience	<ul style="list-style-type: none"> • Successful implementation of complex school improvement strategies. • Curriculum development, including approaches to content, sequencing, teaching, learning and assessment. • Successful senior leadership in schools or other education setting • Coaching, mentoring and leadership development • Creating positive relationships and harnessing networks to implement lasting collaborative change. • Design and delivery of training for school leaders on a variety of topics. • Enabling and facilitating schools to manage change for education improvement, building capacity and raising standards
Knowledge and understanding	<ul style="list-style-type: none"> • Best evidence and research findings on high quality curriculum and all aspects of assessment • School leadership, culture and change processes • Pedagogy and educational cognitive psychology • School self-evaluation and all relevant school data and information • Education improvement (understanding the breadth of educational provision) • Best practice in school governance
Abilities	<ul style="list-style-type: none"> • Excellent communication skills (written and verbal) • Excellent interpersonal skills, having a strong understanding of 'self' as well as others • Highly developed persuading, motivating, negotiating and influencing skills • Excellent analytical skills (school data, information and people and teams) • Excellent at building supportive and productive professional relationships with colleagues
Personal Qualities	<ul style="list-style-type: none"> • Have personal values which align with the values of the Trust • Have a positive, enthusiastic outlook with the energy, drive, enthusiasm and determination to succeed • Be proactive not reactive • Be an avid learner • Be calm under pressure of deadlines • Be conscientious with a strong eye for detail • Access to personal transport to enable regular school visits.

Applications

To find out more about our schools and for further information about the post please visit our website www.riverlearningtrust.org or to arrange an informal chat with our CEO, Paul James, please contact Jo Grabowska or Emma Formby at Tes on 020 3194 3085 or 020 3194 3147. Alternatively, you can email them at joanna.grabowska@tes.com or emma.formby@tes.com

To apply for this post, please visit our website www.riverlearningtrust.org/recruitment, please complete an online application form through the TES portal (linked on this page) ensuring that within the section entitled Supporting Statement you demonstrate how you meet the requirements within the Person Specification as well as providing an outline as to why you have applied for this post, with examples of how your career thus far has prepared you for this role.

The closing date for applications is Monday 25th June 2018

Contact

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Oxford OX2 7SX

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www.riverlearningtrust.org

The River Learning Trust, which is an exempt charity and a company limited by guarantee, registered in England and Wales with a registered company number 7966500.

