

**Orchard Community Trust**

**Lead for School Improvement**

Candidate information Pack

Closing Date: Friday 14th May 2021 – Noon

Interview Date: Friday 21st May 2021 at Watermill School

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# **Welcome to Orchard Community Trust**

Dear Candidate

Thank you for taking your time to download our application pack and expressing your interest in the post of Lead for School Improvement at the Orchard Community Trust (OCT).

This pack has been developed to provide you with a summary of all the information you need to consider when applying for a job within OCT.

Within the pack, you will find a job description, a person specification, and a brief summary of the Trust and details of how to apply for this post, should you choose to make an application.

We see this role as being very important and critical within our MAT. The post-holder will be a really critical and dynamic part of our growing capacity for supporting and challenging our current and any future schools in the MAT. They will also play a key role in supporting and developing our strengths as a MAT in order to deliver high quality outcomes and provision for all staff and pupils. This role requires someone with an excellent knowledge of schools, school improvement experience and strong experience as a successful Headteacher. You will require excellent organisational, communication and interpersonal skills and, above all, someone interested in playing a big part in our central MAT team.

You can find further information about us:

* on our website at [www.orchardct.org.uk](http://www.orchardct.org.uk)
* or by contacting us direct at [info@orchardct.org.uk](mailto:info@orchardct.org.uk)
* or calling 01782 883788

I wish you every success with your application and look forward to meeting you in the near future.

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**Mr Rob Johnstone**

**Senior Executive Leader**

**Advertisement**

**Lead for School Improvement**

**Salary: L24 – L28 (£74,295 - £81,942)**

**Teachers Pay and Conditions - Full Time**

**Are you interested in joining a Trust with a commitment to making the difference to children and young people?**

**Do you have an interest in school improvement, leadership capacity building, high quality education and ensuring schools can be the best they can be through effective leadership, teaching, learning, organisation, high expectations and by having a clear vision?**

We are looking to recruit an experienced, dynamic and with a strong understanding of school improvement and excellent organisational and interpersonal skills. In this role you will be a key part of a small but growing and friendly central MAT team, and have the opportunity to make a difference to the education of children and young people in our 7 diverse schools, as well as in any future schools which may join the Orchard Community Trust. You will help to support and improve the education of over 2,500 pupils/students and over 500 members of staff.

In return, we can offer you the opportunity to join a family of schools who are committed to providing high quality education within our ethos, culture and values. We truly believe our staff are our greatest asset in delivering that vision, and we are looking for an exceptional and motivated individual to join our central team.

The core purpose of the role is:

* To drive school improvement by leading on effective trust-wide and individual school-based school improvement and/or teaching and learning strategies.
* To work collaboratively to support Headteachers and Leadership teams to accurately, evaluate the quality of teaching and learning. To derive and implement appropriate support and challenge packages that lead to improved, high quality performance.
* To model best practice as an outstanding leader, sharing this across the schools to support further improvement and development.
* To link with the SEL to ensure consistency in school improvement across the Trust.
* To devise, provide and deliver a range of effective , tailored and bespoke CPD programmes and training packages to schools to support school improvement and build capacity.
* To use effective coaching strategies and techniques to support school leaders and teachers to self-improve and build their capacity to lead and/or teach effectively.
* To provide school improvement capacity in partnership with our highly skilled school leaders to enable the OCT to expand the number of schools it has in the MAT.
* To advise, support and appropriately challenge the OCT school and enable them to be judged as at least good at their next OfSTED inspection.

Hours of work can be flexible to meet the needs of the MAT, Trust and post holder. Evening work is to be expected with this post and the post holder is expected to manage their hours accordingly.

We aim to appoint the post holder on Teachers Pay and Conditions.

***To find out more, please visit our website*** [***http://www.orchardct.org.uk/vacancies***](http://www.orchardct.org.uk/vacancies) ***where you can download a candidate information pack and an application form.***

Interested candidates are invited to contact Rob Johnstone, Senior Executive Leader, to arrange an informal discussion. Email rob.johnstone@orchardct.org.uk

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. All posts are subject to an enhanced criminal records check via the Disclosure and Barring Service (DBS). Please see our Safeguarding and Child Protection policy on the Orchard Community Trust website <http://www.orchardct.org.uk>



**About the Orchard Community Trust**

**Our Moral Purpose, Vision and Values**

The Orchard Community Trust has the following moral purpose, vision and key aims:

**Moral Purpose**

The Orchard Community Trust is fully committed to improving the life chances of all children, wherever they may be. This moral obligation, our mission, does not end at the school gates, within our own Local Authorities, or even within our own country. Where we have the capacity to make a difference, we are morally bound to do so.

Staff at our academies have the opportunity to participate in our full range of training programmes and to work with each other via networks and groups across the MAT. These are effectively led by both Headteachers, Deputy Headteachers and Assistant Headteachers from our schools. Opportunities will be given to all staff to engage in a range of high quality CPD and career development programmes. We also fully recognise the talents and skills of staff and volunteers in our schools and are fully committed to the development of all staff in the MAT. Our range of staff expertise will be shared across our schools via collaborative working to ensure best practice is celebrated and made available to all. The philosophy of school-to-school support, challenge and collaboration is at the heart of the way the Orchard Community Trust will operate and succeed.

Working in partnership with Orchard Community Trust has a number of key benefits for children, staff, Governors and school communities. We would be happy to discuss the benefits with you should you be interested in joining us.

The Orchard Community Trust MAT believes that education is a preparation for life and in the spirit of inclusion, respect and safeguarding we seek to prepare each child to face life beyond the school with confidence, skills and ability to be resilient, to cope and thus to succeed.

**Within our Trust Primary and Special Schools:**

* We aim to set high standards for personal behaviour and self-regulation, and to promote courtesy, cooperation, consideration and respect for other people of all ages, gender, races, cultures, abilities and backgrounds.
* We aspire to deliver exciting and quality learning experiences in safe, secure and happy environments.
* We endeavour to achieve the very highest standards in every aspect of school life, by making the most efficient use of all the resources available.

**Our moral purpose and our focus and determination are centred on the following:**

TRUST REPSECT FUN

LEARNING OPENNESS EXCITEMENT

DIVERSITY COOPERATION INTEGRITY

RELIABILITY REPUTATION ACHIEVEMENT

**Our vision**

Our vision and mission are to have fully inclusive schools working in our Trust, that fully embrace all stakeholders and which celebrate individuality and success by offering a high-quality education and range of opportunities, where everyone makes excellent progress

**Further General Information and Background**

Orchard Community Trust (OCT) is Multi Academy Trust based in Stoke on Trent and consists of 7 schools. These are made up of 5 Primary Schools and 2 Special Schools. Orchard Community Trust is a charity and company limited by guarantee, governed by a Board of 12 Trustees who are responsible for, and oversee the management of the company.

Orchard Community Trust was set up in 2019.

**The mission statement of Orchard Community Trust**

As a Trust we seek to work with and alongside the schools in our Trust to provide a good quality of education to all children in our schools. We believe every child only gets one chance at education and they have a right to a good education.

**Trust development and growth**

The MAT was established in 2019, bringing together 2 special schools and 5 primary school who had fantastically worked together. As of January 2021, the Orchard Community Trust family of schools consists of 7 schools: 5 primaries and 2 specials. We envisage 2021-2022 will be a year of further consolidation and possible expansion.

**Our ethos**

Orchard Community Trust is a proud organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies.

**Job description**

**Post Title: Orchard Community Trust Lead for School Improvement**

**Contract: Permanent full-time**

**Teachers Pay and Conditions**

**Salary: Level 24 – Level 28 (£74,295 - £81,942)**

**Reporting to: Senior Executive Leader**

**The School Improvement Lead will provide strategic leadership support, ensuring:**

* All schools within the Trust deliver and sustain educational excellence
* All pupils are able to secure the best possible outcomes
* Leadership capacity in every school delivers continuous improvement

The post-holder will work with the SEL and school Headteachers/Heads of school to lead the school improvement strategy improvement across the trust. This post will be supported by SEL and all school leaders who aim to ensure that teaching and learning in the schools is on a trajectory to be judged outstanding in the next few years.

**Main Duties and Responsibilities:**

**Overall purpose of the post:**

* To drive school improvement by leading on effective trust-wide and individual school-based school improvement and/or teaching and learning strategies.
* To work collaboratively to support Headteachers and leadership teams to accurately, evaluate the quality of teaching and learning. To derive and implement appropriate support and challenge packages that lead to improved, high quality performance.
* To model best practice as an outstanding leader, sharing this across the schools to support further improvement and development.
* To link with the SEL to ensure consistency in school improvement across the Trust.
* To devise, provide and deliver a range of effective , tailored and bespoke CPD programmes and training packages to schools to support school improvement and build capacity.
* To use effective coaching strategies and techniques to support school leaders and teachers to self-improve and build their capacity to lead and/or teach effectively.
* To provide school improvement capacity in partnership with our highly skilled school leaders to enable the OCT to expand the number of schools it has in the MAT.
* To advise, support and appropriately challenge the OCT and. Its future schools and enable them to be judged as at least good at their next OfSTED inspection.

**Strategy and improvement:**

**Work with the Senior Executive Leader to:**

* Identify and anticipate changes in the external or strategic environment and understand their impact.
* Investigate and evaluate local and national strategies to accelerate improvement.
* Ensure that strategic planning is embedded and matches the delivery of the Trust’s vision for better education for all pupils.
* Ensure there is clarity and transparency of policy and strategy for supporting school improvement.
* Ensure the Trust school improvement strategy recognises the different interventions needed at different stages of the improvement journey that a school undertakes.
* Ensure intervention, particularly for schools causing concern, is swift, robust and effective.
* Ensure the Trust’s support and challenge to schools directly impacts on school improvement.
* Challenge and support schools in preparation for both internal and external reviews, including OfSTED inspections.
* Oversee the effectiveness of the OCT network groups, including the SENCO, safeguarding and subject leader networks.
* Support Headteachers in areas that Heads are leading on across the MAT.
* Provide challenge and support to the schools on a well-structured, planned and regular basis against agreed priorities and need.

**Work with identified School Headteachers to:**

* Ensure there is a well communicated strategic vision and plan that moves seamlessly from implementation into impact.
* Drive a continuous and consistent focus on pupils’ achievement, using data and benchmarks to monitor progress.
* Lead programmes of significant change across identified Trust schools.
* Ensure evidence-based improvement plans and polices promote continuous school improvement linked to each school’s self-evaluation.
* Ensure that a systematic programme of school- to-school support is focused on the needs of individual schools.
* Provide inspiration and strong strategic leadership to ensure that schools continue to deliver the highest standards.

**Teaching and Curriculum excellence:**

**Work with identified School Headteachers to:**

* Ensure there is coherent and consistent challenge so that all pupils have access to at least a good quality education and performance gaps between different groups is closed.
* Assess and improve teaching quality, pupil progress and attainment in a range of different contexts, including for disadvantaged pupils or those with particular needs.
* Establish creative, responsive and effective approaches to learning and teaching, including “blended learning”.
* Set high expectations and challenging targets.

**Leading with Impact:**

**Work with the Senior Executive Leader to:**

* Ensure there are effective quality assurance systems in place to improve consistency and performance across the Trust that all staff understand, including actions to eradicate underperformance.
* Use pertinent data and management information to effectively inform actions.
* Systematically report on quality, strengths and weaknesses of each school’s performance in a form appropriate to a range of audiences, including the Senior Executive Leader, Trust Board and Local Governing Boards.
* Broker and/or commission high quality support from other multi-academy trusts and providers, as appropriate.

**Work with identified Headteachers to:**

* Create a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
* Promote and maintain a culture of high expectations for self and others.
* Have due regard for safeguarding and promoting the welfare of children and young people and to follow safeguarding procedures adopted by the Trust.

**Working in partnership:**

**Work with Senior Executive Leader to:**

* Secure effective communication mechanisms to ensure all staff across each school understand how to implement the strategic vision and operational plans.
* Build in regular opportunities for cross-school and cross-leadership working to maximise strengths, share best practice and develop further joint working.
* Actively promote the schools as centres of excellence for education and families in the local community.
* Ensure that development of positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.

**Managing resources and risks:**

**Work with the Senior Executive Leader to:**

* Ensure the effective deployment of resources across the partnership of schools to improve the quality of teaching, the school curriculum, pupil progress and attainment in order to ensure maximum impact.

**Work with identified Headteachers to:**

* Support recruitment and manage and motivate a committed, effective and diverse workforce that understands its role in enabling and promoting high quality learning.
* Have due regard for safeguarding and promoting the welfare of children and young people and to follow the safeguarding procedures adopted by schools in the Trust.

**Increasing capability:**

**Work with the Senior Executive Leader to:**

* Regularly review your own practice, setting personal objectives and taking responsibility for your own development.

**Work with identified Headteachers to:**

* Motivate others to promote a culture of shared learning and positive climate through the distribution of leadership through teams and individuals in each school.
* Tackle underperformance at all levels.
* Ensure all schools develop and maintain effective strategies for staff professional development and performance management.
* Create and develop an organisation in which all staff recognise that they are accountable for the success of the schools.
* Nurture and grow the talent within schools and ensure effective succession planning at all levels across the schools.

**In addition, you will:**

* Support the delivery of the Trust’s development plan and improvement strategy;
* Ensure lines of communication are clear with schools, trustees and appropriate members of the team;
* Follow the Trust’s policies and procedures at all times;
* As required by the SEL, represent the Trust at appropriate meetings;
* Prepare, complete and distribute reports as required for the SEL and trustees;
* Work with other school colleagues to secure stakeholder engagement as required;
* Manage resources and risk effectively in accordance with Trust policies and procedures;
* Demonstrate a positive commitment to equality and diversity;
* Contribute to building the trust culture and team ethos;
* Contribute to the development of the Trust’s strategic plan;
* Support the further development of the Trust’s ethos within the team, across the schools and within the wider community;
* Manage staff as appropriate to their specific area of responsibility;
* Any other duties commensurate with the role.

Orchard Community Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the role, duties and responsibilities.

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| --- | --- | --- | --- | --- |
| **Person Specification** | | | | |
| **Legend to Criteria** | **Means of Identification** | | | |
| E: Essential  D: Desirable  H: How identified | A; Application Form  I: Interview  R: Reference | | | |
| **Qualifications & Training** | | **E** | **D** | **H** |
| Qualified Teacher Status | |  |  | A |
| Evidence of related CPD educational activities (including teaching and learning) | |  |  | A/R |
| Honours Degree | |  |  | A |
| Registered Ofsted Inspector | |  |  | A |
| **Experience** | | **E** | **D** | **H** |
| Breadth of experience in school leadership e.g. senior leadership in several contrasting schools | |  |  | A/I |
| Experience of leadership and improvement in both mainstream Primary and Special School provision | |  |  | A/I |
| A proven track record of effective leadership, ideally graded as good or outstanding by Ofsted | |  |  | A/R |
| An outstanding and proven leader of school improvement | |  |  | A/R/I/T |
| Experience of supporting schools for Ofsted Inspection | |  |  | R/I |
| Leading and managing people individually and in teams to a high standard | |  |  | A/R/I |
| Experience of supporting other leaders to achieve success through coaching or other relevant activities | |  |  | A/R/I |
| Experience of delivering sustainable school improvement into a school that is/was not your existing school | |  |  | A |
| Managing change through bringing innovative ideas to traditional approaches to teaching and learning | |  |  | A/R/I |
| Managing and improving the curriculum; its intent, development, implementation, evaluation and effective assessment resulting in demonstrable impact | |  |  | A/R/I |
| Knowledge and experience of working within a federation/academy trust model | |  |  | A/R/I |
| Experience of managing risk across a school and/or Trust | |  |  | A/I |
| **Skills, knowledge and abilities** | | **E** | **D** | **H** |
| An ability to articulate and translate the Trust’s vision and school improvement strategy into practical implementation plans | |  |  | I/T |
| A wide knowledge of current and proposed education policy and the legal framework within which schools must operate, particularly in relation to safeguarding | |  |  | A/I |
| A deep knowledge of new innovations and developments | |  |  | A/I |
| An ability to drive and deliver transformational and cultural change | |  |  | A/I |
| An ability to develop and communicate a complex vision in simple and easily-understood terms for a variety of audiences | |  |  | I/T |
| Effective at influencing, negotiating and engaging with others | |  |  | A/I |
| An ability to lead by example and develop leadership capacity at all levels, through a range of means including coaching and mentoring | |  |  | A/R/I |
| An ability to use monitoring and evaluation to make accurate judgments ( including against agreed criteria e.g. Ofsted Framework) | |  |  | A/R/T |
| An ability to identify and act upon problems, ensuring that the improvement plan and the work towards the strategic direction of the school(s) is on track | |  |  | R/I |
| An ability to produce reports which strategically review and evaluate resources and performance | |  |  | R/I/T |
| A clear understanding of what constitutes a good school and what needs to be done to make a school consistently good or better | |  |  | A/R/I |
| Knowledge of and a proven track record in utilising data effectively | |  |  | A/I/T |
| An ability to facilitate joint practice between schools | |  |  | I |
| **Personal Attributes** | | **E** | **D** | **H** |
| Passionately committed to safeguarding and the welfare and wellbeing of children and young people | |  |  | R/I |
| To work hard and remain fully committed, even when under pressure, always acting with consideration for yourself and others | |  |  | A/R/I |
| Emotionally resilient and determined but can also provide support, demonstrate empathy and deal with staff at all levels in a sensitive and considerate manner | |  |  | A/R/I |
| To act with integrity, taking a rigorous approach to improving standards in order to ensure transformation of pupils’ lives and their wider communities | |  |  | A/R/I |
| Positive, passionate, enthusiastic, and able to help others to be the same. Show inspirational leadership with a “can-do” attitude | |  |  | I |
| Able to keep a sense of proportion by acting with self-control | |  |  | R/I |
| To have high aspirations and a commitment to excellence, and to role model this behaviour to others | |  |  | A/R/I |
| A strong commitment to personal development for all staff including themselves | |  |  | A/R/I |
| **Working arrangements (meetings will occur outside normal working hours)** | |  |  |  |
| Able to transport yourself to all schools within Orchard community Trust | |  |  | A/I |
| Able to travel to meetings regionally and nationally | |  |  | I |
| Successful candidates are required to meet the requirements of DBS | |  |  | I |
| **Other Duties**  The duties and responsibilities in this job description are not restrictive and the post holder may be required to undertake any other duties, which may be required from time to time. Any such duties should not however substantially change the general character of the post. | |  |  |  |

**How to Apply**

Our aim is to ensure that we recruit the right person for the job. We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, sex, marital status, or sexual orientation. The person specification sets out the criteria used to assess candidates through the selection process.

We are committed to safeguarding our pupils and will assess the candidate’s suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references. All potential employees are subject to an enhanced disclosure form the Disclosure and Barring Service.

**Applications**

Please ensure that all parts of the application are completed. We do not accept CVs as part of the selection process. Please ensure that you demonstrate how your experience and skills make you suitable for the position. Applications can be submitted online, via email or via paper copy.

**Shortlisting**

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of Senior staff and Governors. We carefully check all applications for anomalies.

Candidates who best meet the person specification will be invited to an interview. We will notify you by telephone with e-mail confirmation to follow. If you have not heard from us within 3 days of the shortlisting date, you have not been successful at this stage.

**References**

We request references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. Your first referee should be your current or last, employer.

**Interview Process**

The interviews will be held at the Orchard Community Trust office if possible. The interview will consist of several tasks and activities including a formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity on the first day.

**Final Selection**

Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

**Offer of Employment**

We will make a verbal offer of employment by telephone on the day of the interview and this will be confirmed in writing.

Any offer is made subject to:

* References satisfactory to us
* A satisfactory DBS check
* Provision of proof of identity and qualifications

**Probationary Period**

The post is subject to a three-month probationary period. On successful completion of probation, the post will become permanent.

**Timeline**

Closing Date: Friday 14th May 2021 – Noon

Interview Date: Friday 21st May 2021 at Watermill School

Please return your completed application form via email to Alison Deaville at [info@orchardct.org.uk](mailto:info@orchardct.org.uk)