



Northumberland Church of England Academy Trust

JOB DESCRIPTION

JOB TITLE: Secondary School Improvement Lead (0.4FTE)
SCHOOL/SECTOR: NCEA Duke's Secondary School
SALARY: L22 to 27
RESPONSIBLE TO: CEO

Northumberland Church of England Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The Trust will provide an environment in which the personal attributes, strengths and academic excellence of staff will enable the creation of opportunities for all to develop their potential to the full; creating confident, independent, versatile and successful adults, equipped with the skills and values to meet the challenges of a changing society and to provide the best possible educational foundation for life.

It is essential that the post holder actively supports the vision and ethos of the Trust.

PURPOSE OF JOB:

An exciting opportunity has arisen to join Northumberland Church of England Academy Trust (NCEAT) as the Secondary School Improvement Lead (0.4 FTE). We are looking for a passionate and experienced leader to lead our secondary school improvement support and to help ensure our students reach their academic and personal potential. This is an ideal opportunity for an experienced and successful school leader to work in a part time role with some flexibility.

The role is working support and challenge to Duke's Secondary School to accelerate improvement and raise outcomes. You will support the CEO and Principal with ensuring that Duke's achieves high standards in outcomes, behaviour, attendance and personal development, particularly for disadvantaged and SEND students. Your role will be a key part of the trust's support, challenge and quality assurance to deliver a high quality curriculum offer, excellent standards teaching and learning and an inclusive approach that allows all pupils to flourish and "let their lights shine".

EMPLOYMENT DUTIES:

- Working in conjunction with the CEO to support and challenge the Principal with secondary school improvement.
- Support the Principal to take the right action, at the right time, to improve progress and outcomes.
- Ensure that Duke's self-evaluation is accurate, identifies the 'best bets' for sustained improvement and that the school development plan has the correct objectives, actions and success criteria to achieve sustained improvement.
- Use your skills and experience to conduct an accurate root cause analysis to diagnose systemic issues and then work with colleagues to implement solutions which have been effective in your own experience and in similar contexts.
- Work with the CEO and Principal to analyse school performance, diagnose issues, broker support, monitor impact and build excellent leadership capacity at all levels.

- Ensure that the school has support which meets needs and evaluate the impact of any support, including working with new DfE RISE support offer.
- Work with the Primary School Improvement Team and the Director of Transition to maximise the opportunities for transition from the trust feeder primary schools.
- Work with Principal to ensure that the CPD programme is highly effective and is focused on improving the quality of teaching and student support.
- Support the senior leadership in the further development of assessments that meets students' needs, leads to improvement, is well matched to the curriculum and allows an accurate picture of student progress for intervention and accountability.
- Support senior leaders in creating and implementing a strategic plan for interventions, ensuring that students achieve high standards and make progress, increasing teachers' effectiveness and securing rapid school improvement.
- Provide accurate and incisive summary reports for the CEO, LGBs and Trust Board.
- Perform any other duties in line with the seniority of the role, as agreed with the CEO

GENERAL RESPONSIBILITIES

- Actively contribute to the overall ethos, culture, values and aims of NCEAT
- Participate in training, other learning activities and performance development as required
- Attend and participate in relevant meetings as required
- The post holder is required to be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person
- The post holder has a responsibility to safeguard and promote the welfare of children and vulnerable adults during the course of their work. This post is subject to an enhanced DBS with barred list check
- Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken. It is not a comprehensive list of all tasks that the post holder will carry out.
- This job description may be amended at any time in consultation with the post holder.

The person undertaking this role is expected to work within the policies, ethos and aims of the school and to carry out such other duties as may reasonably be assigned. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.



PERSON SPECIFICATION

Qualifications	Essential	Desirable
Graduate degree	Yes	
Teaching qualification	Yes	
Postgraduate or further professional qualification e.g. NPQH		Yes
Evidence of continuing professional development	Yes	
Knowledge and Experience	Essential	Desirable
Successful experience as a senior leader in a secondary school.	Yes	
Successful leadership experience across a group of schools.		Yes
A high level of interpersonal and communication skills.	Yes	
Ability to provide clear educational/organisational vision and direction and lead by example.	Yes	
Ability to work in partnership with others including DfE, RSC, Ofsted, Governors/Directors, Trust central teams (incl. Primary) and other schools.	Yes	
Proven school improvement expertise with a strong track record.	Yes	
Knowledge of current inclusion, SEND and safeguarding/educational developments.	Yes	
Knowledge of statutory requirements in education policy.	Yes	
Experience of leading, coaching and developing staff.	Yes	
Ability to plan, allocate, delegate, support and monitor work undertaken by groups, teams and individuals and evaluate the impact.	Yes	
Ability to consult and negotiate effectively with different stakeholders involved with the Trust, including pupils.	Yes	
Ability to analyse and use performance data to raise standards.	Yes	
Understanding of the principles of effective teaching and learning and the ability to support and develop teaching across the Trust.	Yes	
Understanding how to engage children through an exciting, stimulating and innovative curriculum relevant to the context of the school.	Yes	
Understanding of the role and impact of assessment in learning.	Yes	
Ability to support others in creating and maintaining an environment which promotes high standards of behaviour and learning and celebrates success.	Yes	
Ability to create a highly professional culture within the Trust to support open dialogue, honesty and professional trust.	Yes	
Understanding of barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion.	Yes	
Intellectually rigorous with detailed understanding of what excellence looks like across all aspects of school performance.	Yes	
Up-to-date knowledge of pedagogy and leadership.	Yes	
Proven impact on quality of teaching and learning over time.	Yes	
Other Qualities	Essential	Desirable
Self-motivated, energetic, collaborative, positive and enthusiastic.	Yes	
Ability to work independently and as part of a team.	Yes	
Highly developed coordination, time management and prioritisation skills to achieve plans and objectives in a timely and organised manner.	Yes	
The desire to make a difference in a challenging context.	Yes	