



Introduction to the NPCAT Standards Team

**DRIVING THE HIGHEST STANDARDS
ACROSS OUR SCHOOLS**

FORMING LIVES READY TO FACE THE FUTURE

Quality Assurance and School Improvement

Protocol and Procedures

Purpose

The Nicholas Postgate Catholic Academy Trust has overall responsibility for:

- Overseeing and ensuring all schools in the Trust are providing the best possible education with a strong Catholic ethos for all children.
- Supporting and challenging Head Teachers and Local Governing Bodies in relation to their delegated roles and responsibilities.

In order to achieve this NPCAT will have an in-depth understanding of all schools and consequently celebrate outstanding practice and provide support and challenge in a targeted manner to individual schools, reflective of need.

In response to this, the NPCAT will:

- Carry out regular desktop reviews of selected data sets for all schools and ensure prompt action in relation to any areas of concern.
- Overseeing the outcomes of recent Ofsted and S48 Inspections or interim assessments.
- Work with all Headteachers to identify and agree priorities for development and monitoring the impact of agreed action planning.
- Identifying and agreeing relevant support and intervention for individual schools requiring targeted support from the School Improvement Provision.
- Use a variety of platforms including 'school-to-school' and peer support ensuring appropriate assistance or challenge in order to bring about rapid improvement.
- Work with individual schools with challenges.
- Work with all schools in areas which impact levels of learning that impact levels of progress and attainment.
- Agreeing and providing CPD and leadership development opportunities in line with NPCAT priorities.
- Meet these commitments to all of the schools through a centrally funded School Provision.

Roles and Responsibilities

General

The NPCAT Standards Team will include: Standards Officers, Curriculum Directors, Lead Practitioners and SLEs. Aims of this group are:

- To collaborate as a member of the Standards Division in order to build and realise the shared vision of excellence and high standards for all pupils.
- To account for pupils' performance in line with Trust procedures.
- To provide the Senior Standards Officers with relevant and accurate information relating to performance of individual schools and departments and development across the Trust's schools.
- To support and participate in the work of the NPCAT in curriculum development, as appropriate.
- To contribute actively towards the formulation of all Trust policies and procedures, ensuring their consistent implementation.
- To ensure high quality teaching and learning across the Trust.
- To ensure that subject knowledge of staff across the Trust is exemplary.
- To ensure that behaviour strategies to enhance learning are effectively deployed.
- To ensure that schemes of learning and independent work books for identified curriculum areas are of a high quality.

Core Duties and Ethos

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- To undertake whole Trust duties as outlined in Trust leadership responsibilities that are set out on an annual basis.
- Where relevant to role, engage actively in the performance review process, addressing targets set by the line manager each autumn term.

- To promote equal opportunities and celebrate diversity in all aspects of the Trust.
- To play a full part in the life of the Trust community, to support its distinctive aims and ethos and to encourage all staff and pupils to follow this example.
- To support the Trust in meeting its legal requirements for worship.
- To actively promote the Trust's corporate policies.
- To comply with the Trust's Health and Safety policy and undertake risk assessments as appropriate.
- To adhere to the Trust's safeguarding policy and procedures.
- To adhere to the Trust's Dress Code.
- To support and participate in the work of NPCAT, including subject groups as appropriate.
- To agree challenging subject targets, including pupil achievement targets, ensuring rigorous monitoring, evaluation and review of progress towards these through subject improvement plans.
- To ensure high quality teaching and learning, following the Trust policy for self-evaluation and review.
- To ensure all departments effectively implement agreed Trust strategies.
- To lead on effective use of cross Trust and external moderation of pupil work.

Teaching (where included in job description)

- To undertake an appropriate programme of teaching in accordance with the professional duties of a teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Management of Resources

- To manage effectively the available resources of space, staff, budget and equipment effectively within the policies and procedures of the Trust.
- To support the effective and efficient subject timetabling and rooming of teaching within all secondaries and across the Trust.

- To ensure the Trust health and safety policies and practices, including risk assessments, throughout the department are in line with legislation and are updated where necessary.

Senior Standards Officer

Responsible to: CEO

Key Responsibilities

- To provide the strategic lead on monitoring and evaluating standards across all schools within the Trust.
- To work closely with the CEO and all other Trust divisions such as HR, finance, estates to inform strategic decision making at Trust level.
- To be fully aware and ensure all staff in the standards team are up to date with the latest requirements for Ofsted for all schools in the Trust.
- To carry out risk analysis in relation to a tiered approach, through careful analysis of performance data, for all schools and to identify schools which may be 'at risk' of declining standards.
- To lead on the collection of internal and external performance data including end of year outcomes, attendance data and exclusion data.
- To quality assure all data collected from schools in the Trust.
- To ensure that the Trust's Performance Data Calendar is followed by all schools in reporting their current performance.
- To work closely with Headteachers of schools 'at risk' of declining standards and to monitor school improvement progress regularly.
- To provide accurate and incisive summary reports for the CEO and the Trust's Schools' Standards Committee.
- To undertake an annual performance review of Headteachers.
- To undertake tasks as designated by the CEO.

Supporting Schools

- To lead the standards team in raising standards in all schools, not just those that are “at risk” of falling standards.
- To maintain up to date information on reliable school improvement strategies.
- To liaise with other relevant bodies for all aspects of school improvement including Teaching Schools, the National College, the Regional Schools Commissioner, HMI etc.
- To ensure that all staff in the standards team have appropriate school improvement advice and guidance and support as required.
- To provide a strategic direction for Standards Officers and all Headteachers on school improvement plans within the Trust.
- To ensure all schools’ self evaluations are accurate and Ofsted compliant.
- To work as part of the standards team in carrying out learning walks, departmental reviews, work scrutiny, data checks and data validation in schools supporting the work of Headteachers in their responsibility for standards in the individual schools.
- To support Headteachers with post Ofsted action plans.
- To deputise for the CEO as required.
- To provide a strategic lead in specific areas of the Trust’s work as agreed with the CEO.

Staffing and Performance Management

- Work closely with IAB's to support those schools in improving standards as required by Ofsted
- Lead and monitor Headteacher appraisals and ensure consistency across the Trust.
- Ensure the implementation of the requirements set out in the Bishops' Memorandum on the Appointment of Teachers in Catholic Schools in respect of staffing and the use of CES employment documentation taking into account any requirements specified by the Diocese of Middlesbrough and employment legislation.
- To ensure that schools implement the Trust performance management policy thus providing the continuous development of all employees.

Standards Officer

School Standards Officers play a crucial role in ensuring we raise the levels of pupil outcomes across all of our schools. The role played in supporting Senior Standards Officers, departmental leaders and senior leaders in developing tailored support in schools will allow pupils to fulfil their potential. Additionally, the role ensures staff enjoy the collegiality of experience that arises from working with like minded and highly driven practitioners accounting for the complex nature of our individual school communities.

Responsible to: Senior Standards Officer

The main purpose of the role will be to support the Senior Standards Officers to drive improvements in standards, curriculum, and all aspects of provision across all schools in the Trust, as part of a high performing team, including staff recruitment.

The Standards Officers will direct and lead on every aspect of the quality of education within their specialist subject area.

Purpose and Accountability

- To lead on securing exceptional pupil outcomes across the Trust and undertake analysing and acting upon a range of data sets to support this.
- To work as part of the central standards team and school leaders, to raise standards in our schools.
- To work closely with the Senior Standards Officer and contribute to other Trust divisions such as HR, finance and estates.
- To take a lead role, working closely with the Senior Leadership Teams of each school to implement and evaluate curriculum models and teaching methods that will facilitate exceptional outcomes for all pupils. This will include developing assessments.
- To advise the CEO, senior standards officers, executive headteachers, headteachers and heads of school on ways in which pupils' growing knowledge and expertise can feed into the Trust's relentless focus on educational outcomes, and closing the disadvantage gap.
- To provide inspirational and effective strategic leadership of standards and curriculum across the Trust in specialist subject areas.

- To be a model of excellent practice, maintaining a clear focus on outstanding delivery to all pupils and ensure NPCAT is always presented positively.
- To build models of excellence, both in teaching and learning and develop high quality teaching materials.
- To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
- To lead, deliver and plan high quality CPD for the Trust.
- To support teachers to enable them to improve their practice.
- To prepare reports, documents and data analysis, in relation to the role, as required.
- To ensure that quality assurance procedures are undertaken rigorously.
- To contribute to Catholic Life and Standards and Board meetings, discussions and documentation as needed.
- To deputise for the Senior Standards Officers as required.
- To ensure effective partnership relationships with outside agencies.

Curriculum Directors

Curriculum Directors play a crucial role in ensuring we raise the levels of pupil outcomes across all of our secondary schools within their subject. They will play a leading and highly visible role in the improvement of the quality of education within their subject across the Trust.

Responsible to: Standards Officer

The main purpose of the role is to drive improvements in standards, curriculum, and all aspects of provision across all schools in the Trust for their specialist subject.

The Curriculum Director will direct and lead on every aspect of the quality of education within their specialist area.

Curriculum Directors will meet school curriculum leaders formally every two weeks in tier three and four schools unless a different agreement is negotiated with the headteacher. Where a different agreement is proposed, the standards team must be involved with the rationale for this.

Purpose and Accountability

- To contribute to Catholic Life and Standards and Board meetings, discussions and documentation as needed.
- To lead the highest standards of the quality of education within their subject and to ensure the academic success of all students.
- To lead in the monitoring, evaluation and review of standards and provision within their subject across the Trust.
- To participate in the performance review of the Curriculum Leaders and Lead Practitioners across the Trust in conjunction with the HT of the school. Trust Curriculum Directors must be involved in observations of school curriculum leaders and lead practitioners as part of the appraisal process.
- To work in conjunction with the headteacher on recruitment for their subject across all four secondary schools. The curriculum director must be on the interview panel and work closely with the HT to organise the interview day.
- The curriculum director must be involved in timetabling discussions of their subject. Therefore Curriculum Directors must ensure the headteacher of each school is given advice and recommendations on subject timetabling before discussions occur with school curriculum leaders.

- To liaise with primary leads to ensure high standards of teaching and learning as pupils move between phases (KS2-KS3).
- To collaborate as a member of the Standards Team in order to build and realise the shared vision of excellence and high standards for all students.
- To provide the CEO and senior standards officers with relevant and accurate information relating to performance of their subject across the Trust.
- To contribute actively towards the formulation of all Trust policies and procedures, ensuring their consistent implementation.
- To undertake whole Trust duties as outlined in Trust leadership responsibilities that are negotiated each year.
- To engage actively in the appraisal process, addressing targets set by the line manager each autumn term.
- To be a model of excellent practice, maintaining a clear focus on outstanding delivery to all pupils and ensure NPCAT is always presented positively.
- To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
- To lead, deliver and plan high quality CPD for the Trust within their subject.
- To support teachers to enable them to improve their practice.
- To ensure effective partnership relationships with outside agencies.
- To undertake a teaching commitment as directed by the senior standards officer and fulfil normal commitments of a teacher in a school.

Head of Careers

Responsible to: Standards Officer

To provide strategic leadership and to manage overall service delivery of Trust approved model of careers guidance. The Head of Careers will play a leading and highly visible role in the improvement of the quality of provision and insight into Trust Key Stage 5 provision across the Trust.

The Head of Careers will meet school Career leaders formally every two weeks in tier three and four schools unless a different agreement is negotiated with the headteacher. Where a different agreement is proposed, the standards team must be involved with the rationale for this.

Purpose and Accountability

- To contribute to Catholic Life and Standards and Board meetings, discussions and documentation as needed
- To plan and implement a strategy for developing a careers programme for the Trust that meets all eight of the Gatsby benchmarks of good practice and prepares young people for the choices and transitions in education, training and employment.
- Lead on developing audits to capture information for Gatsby benchmarks and identify ways of addressing gaps.
- To advise senior leaders on policy, strategy and resources for CEIAG
- Report on CEIAG to senior leaders, directors and governors, presenting qualitative and timely data
- Prepare and implement a CEIAG development plan and ensure the implementation of strategies are reviewed and evaluated.
- Identify sources of funding for CEIAG and take the lead on writing appropriate and relevant bids.
- To collaborate with senior leaders to plan schemes of work for careers education and ensure smooth and effective links to PSHE.
- Monitor and quality assure the quality of careers education.
- Support tutors providing initial information and advice.

- Collaborate with school senior staff to manage the work and remit of the Trust's Careers Advisors, service operational development of the careers functions including resource planning, budget management and monitoring.
- Review the impact of the Trust Careers Advisors, ensuring their quality and effectiveness.
- Liaising with tutorial managers, mentors, SENCO and head of sixth form, to identify students needing guidance.
- Establish and develop links with employers, FE colleges, apprenticeship providers and universities.
- Commission specialist and relevant careers guidance services.
- To drive forward Work Experience across all schools, leading staff and programmes to build capacity and make Work Experience available for all students.
- Ensure that students are fully aware of all their progression opportunities, ensuring that materials and information is readily available

Primary Leads

Responsible to: Standards Officers

- Support the Primary Senior standards officer and Standards Officers in the quality assurance process where required.
- Be responsible for supporting curriculum developments.
- To lead on school improvement as outlined in the Trust development plan.
- Lead on school improvement and the sharing of high quality practice and resources.
- Organise networking events such as peer observations and clusters.
- To liaise with curriculum directors to ensure high standards of teaching and learning as pupils move between phases (KS2-KS3).
- To be a model of excellent practice, maintaining a clear focus on outstanding delivery to all pupils and ensure NPCAT is always presented positively.
- To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
- To lead, deliver and plan high quality CPD for the Trust within their specialist area.
- To support teachers to enable them to improve their practice.
- To ensure effective partnership relationships with outside agencies.

Primary Advisory Teachers

Responsible to: Primary Leads

- Undertake an audit of departments/Year group/subjects to identify areas of strength and development.
- Engage with Senior Leadership Teams to identify areas for development and prepare summary notes of visit.
- Embed the professional development of all staff, including newly qualified teachers and initial teacher training students through training and mentoring to ensure an enhancement of knowledge, skills and understanding.
- Evaluate classroom practice and provide feedback to teachers to improve.
- Act as a coach and mentor to support areas of underperformance.
- Establish a robust system of identification and assessment for all pupils.
- Develop and share a bank of high quality CPD and resources.
- Design and author training materials which reflect good practice and latest research.
- To support raising the profile of NPCAT in relation to its communications, research projects, events and extensive network of partner organisations.

Conducting Quality Assurance Visits

Protocol and Procedures

Presence On Site

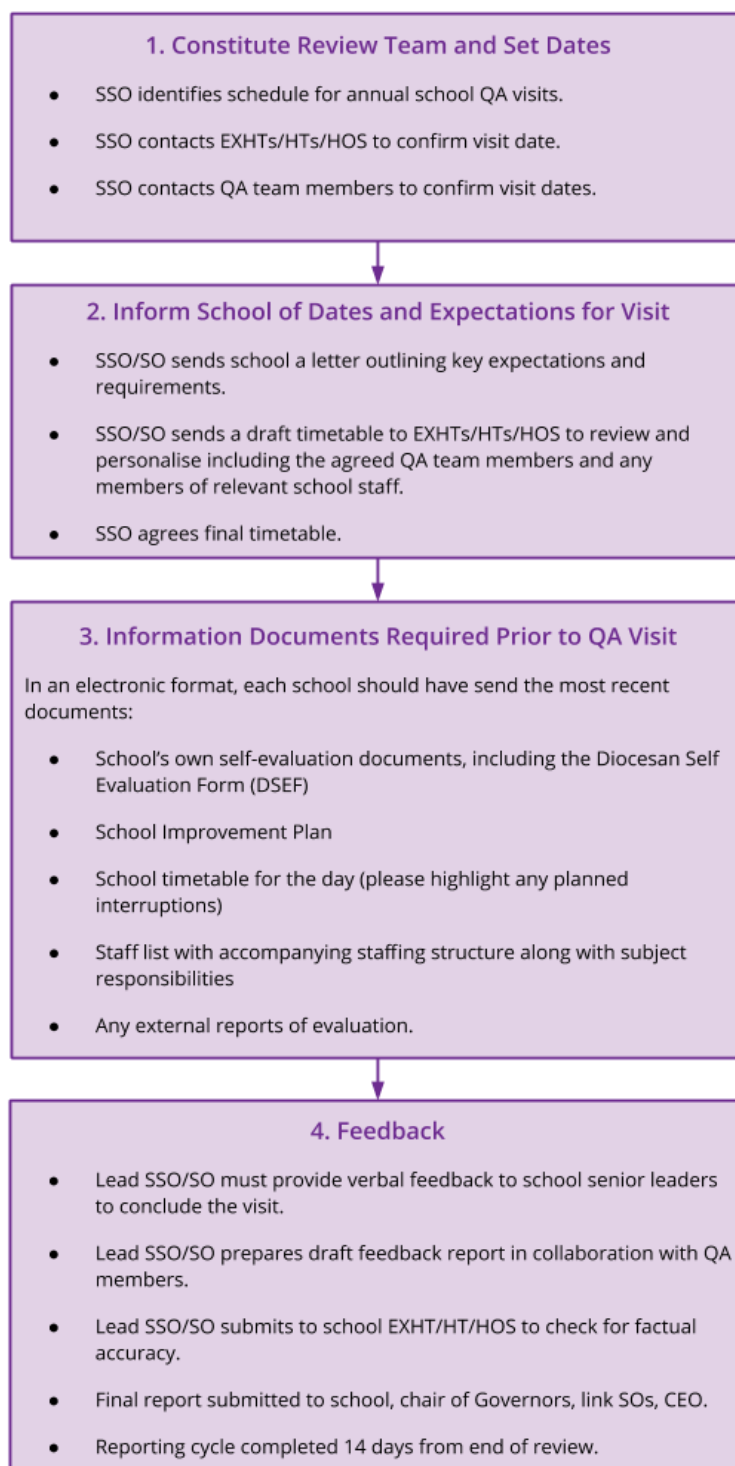
Any visitor to your school must adhere to all site registration protocols and NPCAT identification worn at all times when in school.

The school will hold an approved visitor list for members of the standards team. Visitors on the approved List MUST follow the same procedures on entry to the premises (i.e. come to reception and sign in the visitor's book or swipe ID badge if registered with the school). A copy of the approved visitor list will be kept in the School Office at all times. Protocol for Annual Quality Assurance Review These visits are termly for tier 3 and 4 schools.

External advisors

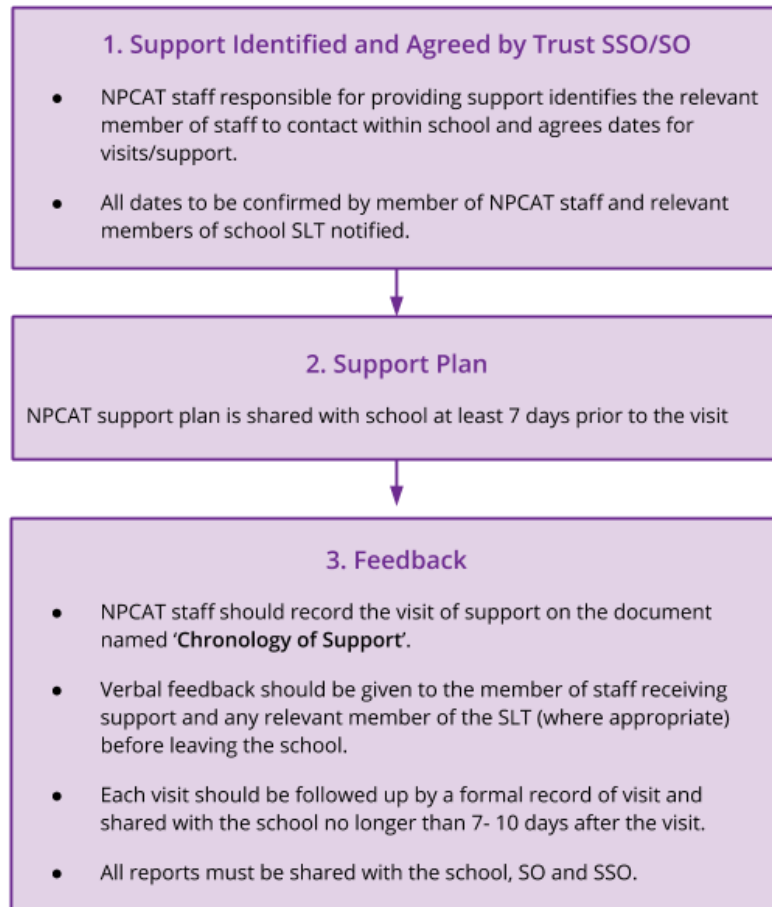
If school leaders decide to broker additional, external support with the purpose of auditing or reviewing the curriculum or standards of teaching and learning, they must adhere to the following protocol:

- Schools categorised as anything below tier two are not permitted to broker external school advisors to review teaching and learning unless specified within the Individual School Development Plan which is approved by the Senior Standards Officer.
- Tier one and two schools must inform the link standards officer of the advisor's name, along with the date of their visit so that the Standards Officer has the opportunity to attend the review and quality assure the feedback provided. All external reports should be sent to the EXHT/HT and the Senior Standards Officer to be approved before distribution.



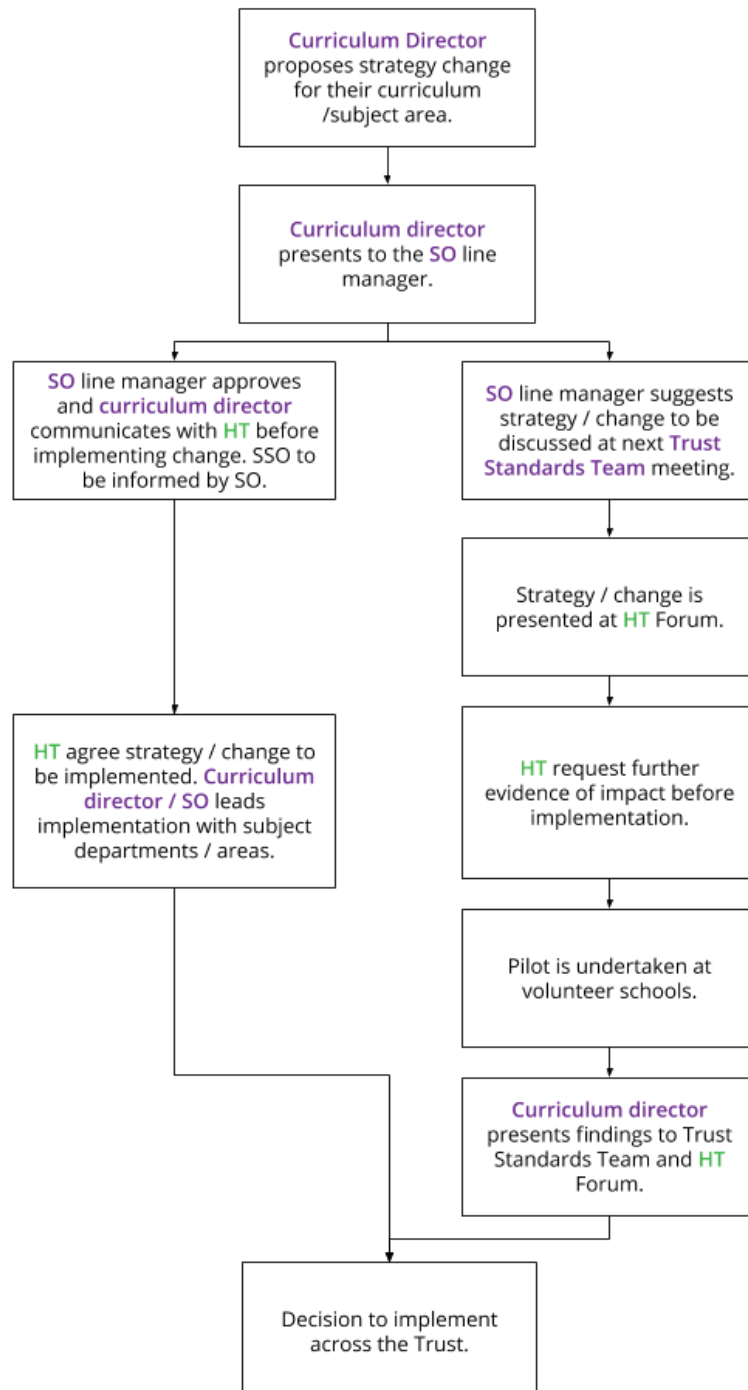
Protocol for Ongoing Support

Standards officer, curriculum directors, curriculum leads, advisory teachers



Protocol for Curriculum Director Communication with Headteachers

This applies outside quality assurance visits when a change to practice is proposed.

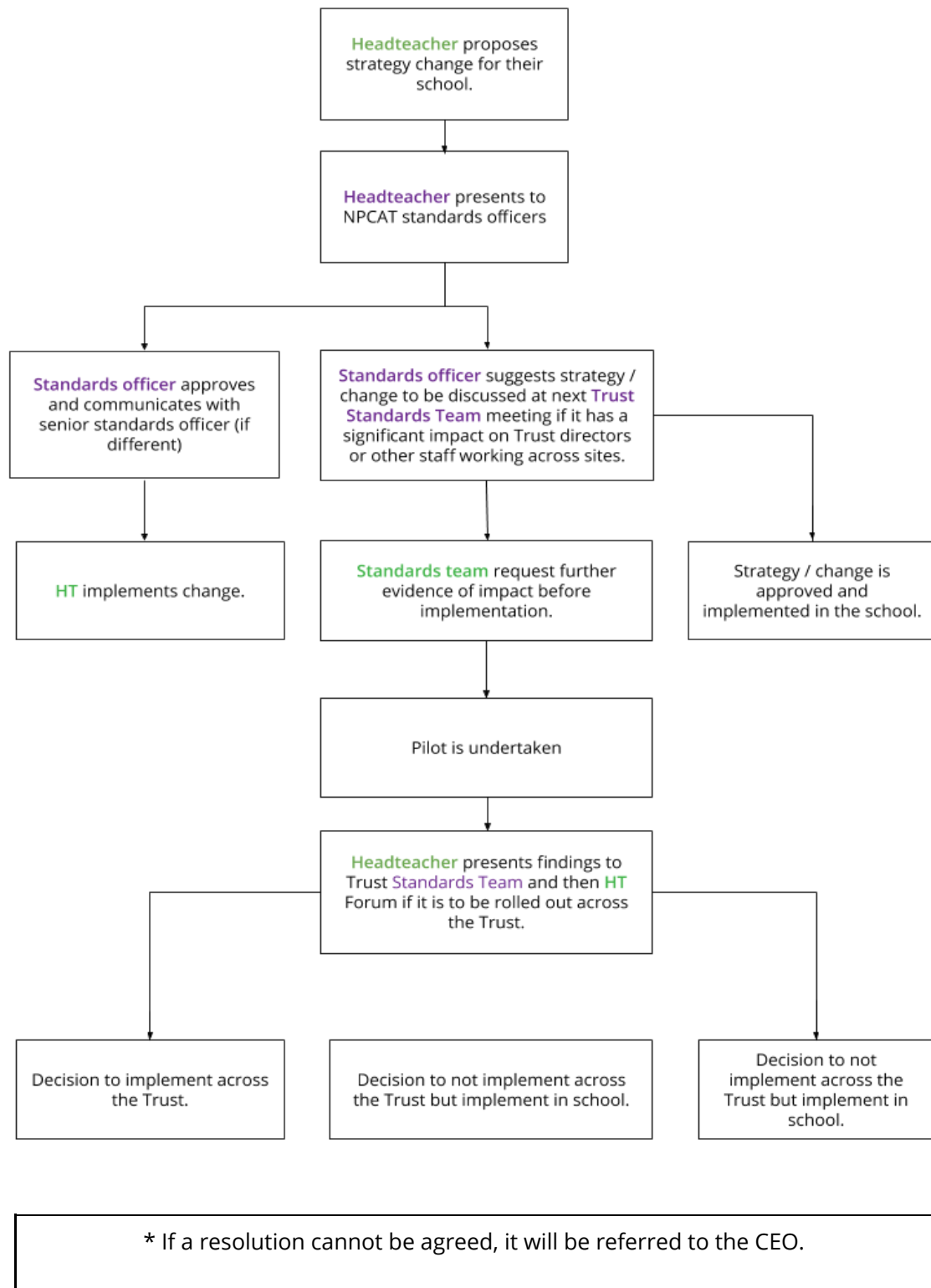


Curriculum Directors: Reporting

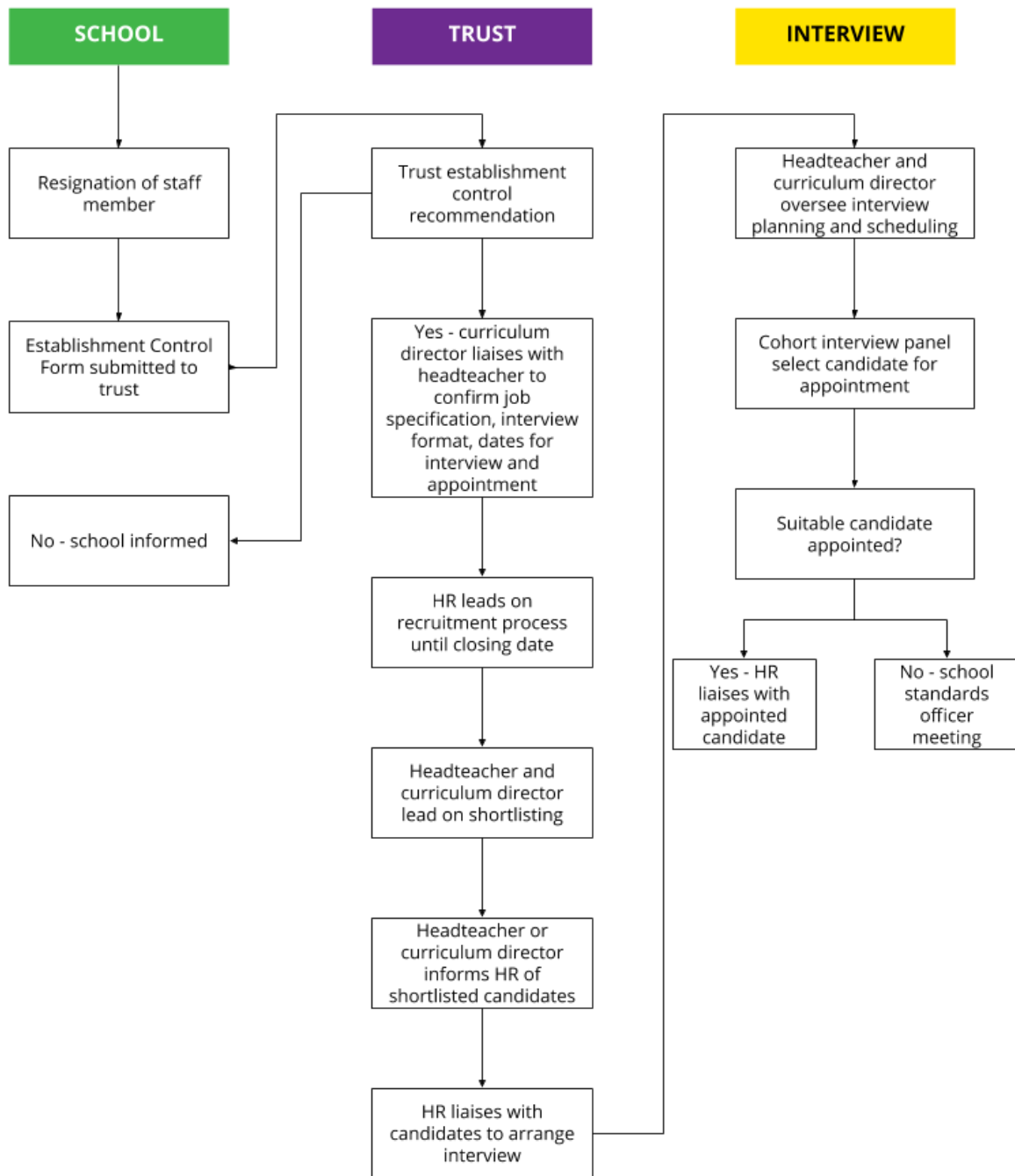
Trust	School
Half termly report to standards team.	• Record of visit document to be completed after any significant visit to a school and sent to the HT. • Half termly summary report for secondary HTs with curriculum developments - this may be the same as the board report • School chronology after each significant visit

Protocol for Headteacher Communication with NPCAT

This applies outside quality assurance visits when a change to practice is proposed.

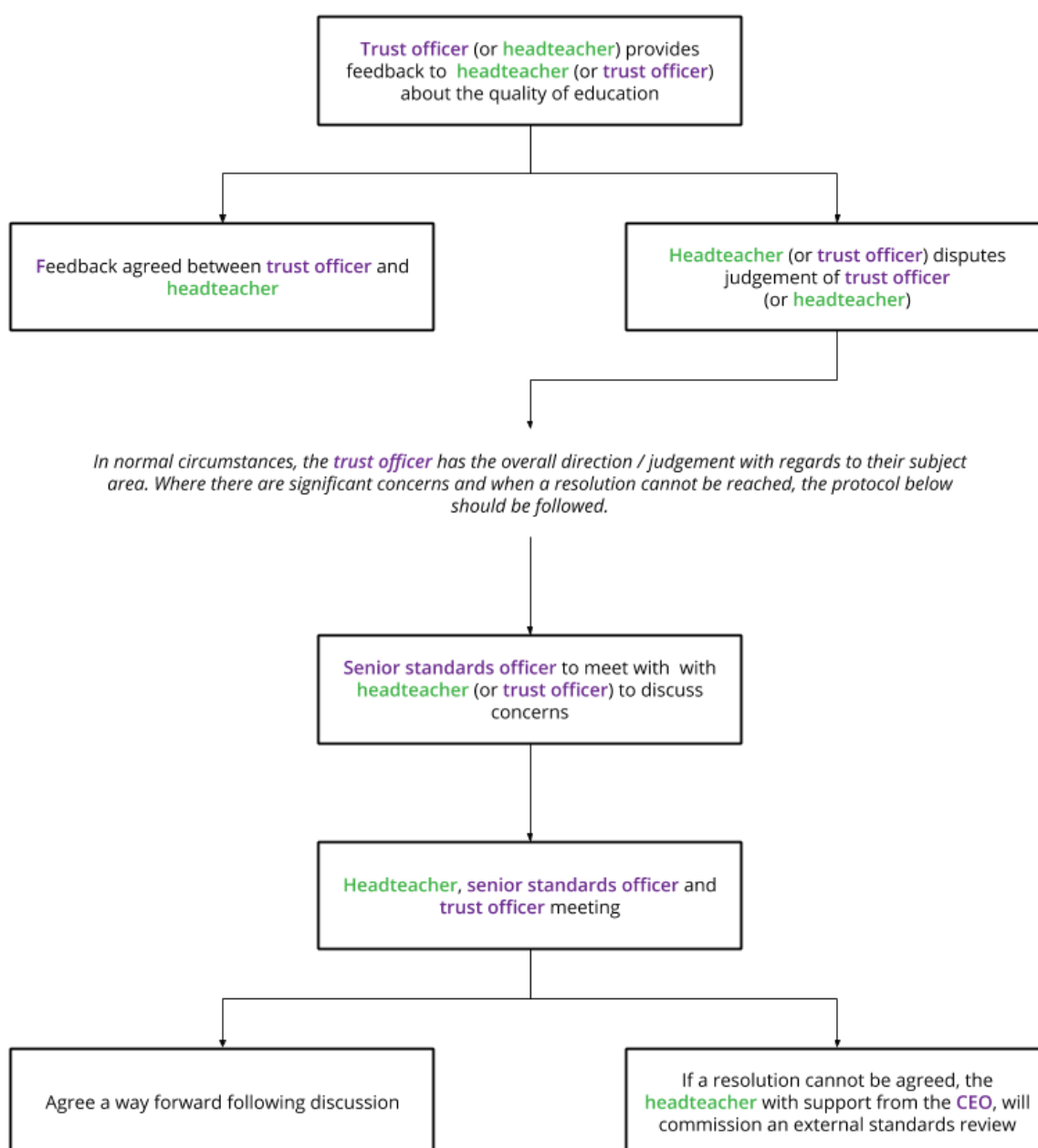


Protocol for NPCAT Standards Team Roles in School Recruitment



Protocol for Resolving Concerns with the Quality of Education

Within the NPCAT it is paramount that everyone has a clear pathway to address any issue that may present a barrier to their capacity to fulfil their role. The vast majority of time any issues are resolved through dialogue and considered opinion and consensus. However it is important to highlight the above as an example of how the Trust would move forward in an instance where agreement was not reached in the first instance.





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