

Strategic Lead for School Improvement The Romero Academy Job Description

Name:

Salary Scale: L4 – 8 (Leadership equivalent to Assistant Vice Principal)

Introduction

This appointment is with The Romero Catholic Academy (Board of Directors) under the terms of the Catholic Education Service contract signed with The Romero Catholic Academy as employers. The post-holder will, by personal example and professional leadership, ensure that the Catholic ethos and Mission of the Academy, permeates all aspects of the life of the Academy.

- This job description may be amended at any time, following consultation between the Head of HR/ Board of Directors and the Post- Holder.
- It will be reviewed annually.

All teachers are subject to the conditions of employment set out annually in the Academy Teachers' Pay and Conditions Document. This details the professional and particular duties required of teachers, together with requirements for management time, working time, guaranteed planning and preparation time. The Academy complies with these requirements in order to make reasonable demands of teachers. Reference should also be made to the National Professional Standards for Teachers, which articulate the expectations of teachers at different stages in their career.

1 Core Purpose of the Strategic Lead of School Improvement

1.1 To set the context, the core purpose of the Strategic Lead of School Improvement is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a Strategic Lead of School Improvement must work with schools to establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Strategic Lead of School Improvement must contribute and deepen a culture that promotes excellence, equality and high expectations of all pupils.

1.2 The core purpose of the Strategic Lead of School Improvement is to support the Leaderships across our schools in ensuring that:

- the schools are conducted as a Catholic school in accordance with the teachings of the Catholic Church and Canon Law, and in accordance with the Trust Deed of the Archdiocese of Birmingham;
- religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church;
- religious worship is in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church;
- the school provides high quality teaching and learning that leads to successful outcomes for pupils in terms of spiritual and moral growth, achievement, attitudes to learning, behaviour and personal development;
- the school will promote and safeguard the welfare of all children, enabling every child, whatever their background or their circumstances, to have the support they need to: be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic well-being; recognise their own dignity and the dignity of others as children of God;



- all statutory requirements are met and the work of the school is effectively monitored, evaluated and reviewed.

The Strategic Lead for School Improvement is accountable for:

- The effectiveness of teaching and learning strategies across the Academy drawing upon research, Maths, Computing, Behaviour and Teaching School hubs gathering best practice from schools within and beyond Romero
- The ambitious pursuit of curriculum provision across the Romero Catholic academy and the effectiveness of its impact on learning outcomes / progress / attainment
- A leadership role in developing, implementing and evaluating policies and practice in their workplace that contribute to Academy improvement. These accountabilities will be delivered through various strategies and might include:
 - a) Coaching, mentoring of teachers; use coaching to enable professional learners to take control of their own learning before, during and after coaching conversations
 - b) Disseminating materials and advising on practice, research and continuing professional development provision
 - c) Assessment and impact evaluation, including through demonstration lessons and classroom observation; and helping teachers who are experiencing difficulties
 - d) Critically evaluate and engage in Academy based action research in your specialist area and share this learning within Academy, network, regionally or nationally
 - e) Have an in-depth understanding of how adults, children and young people learn and the factors that help or hinder their learning
 - f) Identify what is transferable and adapt it to other contexts to lead learning, both within and outside of the Academy, within networks, regionally or nationally, by modelling a range of approaches to learning.
 - g) Lead on and share high quality practice on targeting pupils to make better and much better than expected progress comparable to their starting point. Support teachers in maximising progress and raising attainment in all areas of curriculum.
 - h) As a result of sourcing, reflecting and researching develop ideas and resources based on sound pedagogy, trialled, evaluated and refined resources that are transferable both within and outside of The Romero Academy to have a positive impact on pupil learning regionally or nationally.
 - i) Contributing to the school improvement and action plans of the Academy in partnership with the Principals.

This job description will be supported by an annual job plan, which will list the key tasks, responsibilities and outcomes sought from the post holder in the Academy year. These will be derived from the Academy improvement plan and other Academy priorities.



Components	Strategic Lead for School Improvement
Qualifications	<ul style="list-style-type: none"> • SSAT Accreditation (desirable) or willingness to complete 2 • Willingness to apply for <ul style="list-style-type: none"> • SLE (Specialist Leader of Education) • ELE (Evidence Leader of Education) • MAST (Maths Specialist Teacher)
Experience	<ul style="list-style-type: none"> • Assessment – strong understanding of formative and summative
Responsible for	<ul style="list-style-type: none"> • Improved and innovative provision • Increased outcomes at the end of Key Stage 1. • Contributing to CPD • Responsible for supporting NQTS/RQTs and members of staff new to the academy in Primary years <p><i>Planning, leading on Academy wide initiatives</i></p> <ul style="list-style-type: none"> • Leading key year group meetings in the Academy as appropriate • Contributing significantly to the delivery of English/Mathematics in Primary • Engaging in activity to promote sharing of high quality provision and teaching over time at local, regional and national level. • Ensuring teachers are providing challenge in all areas curriculum. • Liaising with other Strategic Lead for School Improvement
Network with	<ul style="list-style-type: none"> • All members in the Academy • Networks / partnerships • NACE • <i>SSAT</i>

The following clause must be included in all Job Descriptions for jobs which involve the processing of Personal Data:

"Duties which include processing of any personal data, must be undertaken within the corporate Data Protection Guidelines (Data Protection Act 1998)"

Responsible for:

Responsible to: Head of HR / Board of Directors

Agreed by Date

Head of HRDate

Review date: This job description will be reviewed in September 2021 but may be reviewed before this date should the duties change.



Strategic Lead for School Improvement across The Romero Academy Person Specification

Category	Essential	Desirable
1. Faith Commitment	<ul style="list-style-type: none"> Understanding of leadership role in spiritual development of pupils and staff Understanding of the Academies role in the network (s), parish and wider community and in promoting community cohesion 	<ul style="list-style-type: none"> Understanding of the distinctive nature of the Catholic school and Catholic education Evidence of participation in faith life of the community A practising and committed Catholic
2. Qualifications	<ul style="list-style-type: none"> Qualified teacher status 	<ul style="list-style-type: none"> Postgraduate level qualification NPQML/NPQSL NPQH CCRS or equivalent
3. Experience	<ul style="list-style-type: none"> Successful experience of leading one or more subject areas Substantial, successful teaching experience in at least 2 of the 4 key stages: Foundation Stage, KS1, KS2 	<ul style="list-style-type: none"> Experience as member of senior management/leadership Curriculum leadership in one or more core subjects Experience of teaching in more than one school
4. Professional Development	<ul style="list-style-type: none"> Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning 	<ul style="list-style-type: none"> Evidence of continuing professional development relating to Catholic ethos, mission and religious education Experience of working with other



<p>5. Strategic Leadership</p>	<ul style="list-style-type: none"> • Ability to articulate and share a vision of primary education within the context of the mission of a Catholic school. • Ability to inspire and motivate staff, pupils, parents to achieve the aims of Catholic education • Evidence of successful strategies for planning, implementing, monitoring and evaluation school improvement • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils • Understanding of and commitment to promoting and safeguarding the welfare of pupils 	<ul style="list-style-type: none"> • Evidence of having successfully translated vision into reality at whole school level
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Category	Essential	Desirable
6. Teaching and Learning	<ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum and Early Years development • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Experience of effective monitoring and evaluation of teaching and learning • Secure knowledge of statutory requirements relating to the curriculum and assessment • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> • A secure understanding of the requirements of the Curriculum Directory for Religious Education • Understanding of successful teaching and learning in religious education across the key stages • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management
7. Leading and Managing Staff	<ul style="list-style-type: none"> • Ability to delegate work and support colleagues in undertaking responsibilities • Awareness of performance management of colleagues • Working knowledge of effective budget planning and resource deployment 	<ul style="list-style-type: none"> • Experience of working and leading staff teams • Understanding of how school can achieve its educational priorities

Category	Essential	Desirable
8. Accountability	<ul style="list-style-type: none"> Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, Academy Committees, parishioners and clergy, Board of Directors Experience of effective whole school self-evaluation and improvement strategies Ability to provide clear information and advice to staff and key stakeholders Secure understanding of strategies for performance management 	<ul style="list-style-type: none"> Experience of presenting reports to key stakeholders Understanding the criteria for the evaluation of a Catholic school Leading sessions to inform parents Experience of offering challenge and support to improve performance
9. Skills, Qualities & Abilities	<ul style="list-style-type: none"> High quality teaching skills Strong commitment to the mission of a Catholic school / Academy Commitment to the spiritual formation of the academy High expectations of pupils' learning and attainment Strong commitment to school improvement and raising achievement for all Ability to build and maintain good relationships with all stakeholders Ability to remain positive and enthusiastic when working under pressure Ability to organise work, prioritise tasks, make decisions and manage time effectively Empathy with children Good communication skills and interpersonal skills Confidence 	<ul style="list-style-type: none">
10. References	<ul style="list-style-type: none"> Professional reference without reservation Pre-employment occupational health <u>check clearance</u> 	<ul style="list-style-type: none">

Category	Essential	Desirable
11. Safeguarding	The Romero Catholic Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants	

NOTE:
The Romero Board of Directors are advised to focus on determining whether the candidates meet the requirements in relation to the ten broad categories, rather than in relation to the individual criteria that are used to illustrate them.

The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is substantial and secure.

It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate's application and observing all the various aspects of the interview process.

The Romero Board of Directors may wish to determine at the outset in which aspects of the selection process they will seek to find evidence to meet the above criteria.

