



## **Flying High Partnership**

### **Director of Quality Assurance and School Improvement**

**Salary range:** L25-L31 (£72,119 - £82,701) subject to experience and negotiation.

**Location:** Across the Flying High Partnership

**Reporting to:** Director of Education

**To start:** September 2019

*\*\* Flying High Partnership consists of the Flying High Multi Academy Trust and the Flying High Teaching School Alliance.*

The mission of The Flying High Partnership is founded upon the principle of continuous school improvement. This post is intended to enhance the capacity of the Partnership to improve the performance of all academies within the Multi Academy Trust from whatever their starting point may be.

The Director of Quality Assurance and School Improvement will support an allocated group of schools, enabling them to grow the capacity to improve themselves and secure the highest standards of learning and achievement for our pupils. The post holder will be accountable for the success of each school through developing a balance between standardisation and a celebration of each school's uniqueness.

The post holder will need to work flexibly, being proactive in developing school improvement strategies across the schools; and also being responsive to circumstances that arise that may require urgent leadership support.

The Director of Quality Assurance and School Improvement will proactively promote and demonstrate the Flying High Partnership's vision, values and behaviours and will form part of the school improvement team, reporting to the Director of Education.

This is a full-time post and subject to national head teacher pay and conditions.

This is a permanent appointment; however, a secondment opportunity would be considered for the right candidate.

**Application Deadline: 5 pm on 3<sup>rd</sup> April 2019**

**Interview: Two-day interview to take place on the 24<sup>th</sup> and 25<sup>th</sup> April 2019**

## Job Description

### Aims of the role

- To provide quality assurance support to an allocated group of schools, accountable for the performance of each school.
- To provide school improvement capacity to identified vulnerable schools, enhancing the leadership capacity of the school and growing and developing a sustainable leadership structure.
- To contribute to the strategic leadership and development of school improvement across the Trust.

### Roles and Responsibility

#### **Quality Assurance and School Improvement**

- Lead quality assurance across an allocated partnership of schools, accountable for outcomes. This is to include the following:
  - Full day core visits, delivering consistent quality assurance and monitoring activity.
  - Provide appropriate challenge and support to the school leadership team.
  - Ensure that school improvement priorities are appropriate and in line with the evaluation of the school.
  - Ensure all key strategic decisions, including staffing are appropriate in meeting the needs of the school.
  - Provide additional school improvement activity responsive to the needs of the school including providing additional capacity in vulnerable schools
  - Annual two- day partnership review in each school.
  - Deliver high quality and consistent Headteacher performance management where appropriate.
- Through quality assurance activity, clearly identify and communicate individual school and whole partnership priorities. Through risk, hub and Trustee meetings ensure that members of the strategic leadership team, including the CEO, Trustees and hub representatives are clear on school priorities.
- Provide support and challenge to drive school improvement in all schools, realising the ambition for all schools to achieve outstanding and all schools to strive for improvement.
- Ensure all schools are 'Ofsted ready', achieving the aim that all academies maintain at least a 'good rating', with the ambition to eventually become 'outstanding'.
- Support and challenge high expectations for all pupil and all staff
- Effectively monitor the quality of teaching and learning in all allocated schools, ensuring that teaching is consistently good or better and any underperformance is effectively challenged.
- Work across all schools, balancing standardisation with a celebration of each school's uniqueness.
- Coach, develop and grow leaders from within the organisation



- Working with the Deputy CEO plan, broker and monitor targeted system leadership capacity and CPD to respond to the priorities identified in each school.
- Work as part of a school improvement team, ensuring that the Trust is successfully impacting on all schools.
- Support members of the DQASI team to provide consistent quality assurance and school improvement support.
- Share successful school improvement strategies with members of the DQASI, enabling good practice to be spread across all schools.
- Share effective school improvement strategies across the schools within your allocated Hub and across the trust, ensuring that we continue to grow and develop a school led, self-improving partnership.
- Work with trustees and hub representative to understand, engage and challenge school improvement activity, ensuring that all have clear understanding of school performance.
- Work with leaders and governors so that they can undertake effective and accurate self-evaluation against the expectations of the Ofsted framework.
- Support the identification of talent within all schools, and contribute to their effective development across the schools.

### **School Improvement**

- In response to quality assurance activity provide interim Executive leadership to our most vulnerable schools. This role will involve the following;
  - Providing additional leadership capacity to identified at risk schools.
  - Providing challenge and accountability to the Headteacher.
  - Supporting the growth and development of the Headteacher.
  - Challenge underperformance of the Headteacher, where necessary.
  - Enable the Headteacher to clearly identify priorities for improvement and providing challenge and support across the school.
  - Enable the school to develop an individual identity, culture and ethos, responsive to the context it serves.
  - Be accountable for improvements in the school.
  - Creating a sustainable leadership structure, with the capacity to drive improvement without the need for Executive leader.
  - Report progress to the allocated QA and welcome challenge.

### **Strategic Leadership and Development**

- Whole trust strategic leadership responsibility for an area within quality of education. . The identified area will be based on the post holders skills and experience.
- Form part of a DQASI team, leading school improvement activity across the Trust.
- Contribute to Trust improvement planning, playing an active role with the Strategic Head teachers group, working groups and events.
- Contribute to Trust evaluation activity, developing a clear insight into individual school and whole trust school improvement priorities.
- Working alongside the CEO support the growth of the Trust, through engagement in LGB and consultation meetings and completion of effective due diligence.



- Provide high quality reporting to Governor Hubs and Trustees.
- To engage with key stakeholders including the RSC, DfE and Ofsted.
- Motivate and inspire Headteachers and staff across the Trust, to deliver the best possible outcomes for children.

### **Line Management Responsibility**

- Line management of an identified lead practitioner.

### **Other Areas**

- Act as advocate of the Flying High Partnership, modelling the Trust values and behaviours
- As appropriate support the facilitation and delivery of leadership development programmes on behalf of the Teaching School Alliance, Inspiring Leaders and the Trust.
- Have a commitment to CPD and self-evaluation of role and improvement.

### Personal Specification

<b>Qualifications, Education and Training</b>	ESSENTIAL / DESIRABLE
Degree educated with QTS	E
Qualified Ofsted inspector	D
Relevant postgraduate qualifications	D
Completed NPQH	E
Completed or applying to start NPQEL	D
Evidence of a commitment to ongoing learning and continuous professional development	E
<b>Experience</b>	
Strong record of primary Headship	E
Successfully led a school to an outstanding in leadership Ofsted judgement	D
Have a strong track record of school-to-school support/ school improvement, which has had a demonstrable positive impact on children's attainment and progress.	E
Successful deployment of resources for school improvement, e.g. SLEs, with measurable impact	E
Developing and motivating senior leaders to achieve success	E
Have experience of leading, developing and facilitating leadership development programmes and events/activities	D
<b>Skills, Knowledge and Aptitudes</b>	
Sound knowledge of educational policy developments and implication for in-school practices	E
A clear understanding of what constitutes an outstanding school	E
Detailed knowledge of effective school improvement strategies	E
Exceptionally skilled in coaching, developing and enabling others.	E
Strong analysis of education data (IDSR, ASP, FFTetc.) to inform successful education delivery	E
A skilled partnership worker	E
Have the ability to enable others to improve.	E
Able to challenge underperformance and communicate high expectations to all	E
<b>Personal Qualities/Attributes</b>	



Have high expectations for themselves and the people they work with	E
Enjoy the respect, trust and confidence of local school leaders.	E
Be adaptive and responsive to change	E
Possess excellent written and oral communication skills	E
Have the ability to inspire and motivate others	E
A fantastic team player, able to be a positive addition to the central team.	E
<b>Special Requirements</b>	
Be committed to mission, vision and values of the Flying High Partnership	E
To model the Flying High Partnership behaviours	E
Be prepared to engage in any CPD opportunities that arise to support the development of the role.	E
Be prepared to work flexibly and be deployed wherever needed within 50 miles of your designated base school at short notice	E
Relate well to colleagues and be able to establish and maintain good working relationships quickly in sometimes difficult contexts.	E
Have a good sense of humour and a positive attitude	E