**JOB DESCRIPTION**

**Post title: Academy Improvement Officer**

**Academy: Trust Support Team**

**Working time: Full Time**

**Reporting to: Academy Improvement Director**

**Main Purpose of the job:**

To effectively monitor and support the academies within the SNMAT by acting as a critical partner, helping academy leaders to evaluate performance, identify priorities for improvement and plan for effective change. To provide up to date reports on academy effectiveness to the Academy Improvement Director and CEO.

**Key Responsibilities:**

* To work with the Academy Improvement Director to ensure that the necessary actions needed to bring about improvement are implemented quickly and effectively and to ensure that those actions have the required impact and are sustainable
* Monitor the performance standards achieved and the quality of education across SNMAT
* Agree and recommend challenging and meaningful targets for improved attainment
* Facilitating, managing and quality assurance of networking meetings between academies within the Trust
* Model, promote and develop SNMAT’s core Christian values
* Ensure partner academies promote high expectations of all pupils
* Manage and maintain the annual partner academy improvement cycle
* Provide informed support for partner academies in advance of, and during, Ofsted inspections
* Provide evidence-based assessments of the performance of individual partner academies and strategies for improving teaching and learning
* Quality assurance of AIT deployment and tracking impact
* Providing the Board of Directors with a termly analysis of deployment and impact.
* Advise on the deployment of any External Consultants, school to school support and monitor intervention strategies
* Keep abreast of local and national policy and research in relation to school effectiveness
* Work with the Academy Improvement Director to make accurate judgments on the development state of partner academies within the MAT using first-hand knowledge form documents, discussion, observations and data so that the MAT board can ensure that resources are effectively deployed;
* Communicate outcomes of meetings with head teachers to the MAT board, Governing Body and where appropriate the DfE
* Alongside the Academy Improvement Director consider support for academies where appropriate;
* Advise the Academy Improvement Director and CEO when an academy is causing concern, particularly where the capacity to improve is judged as weak
* Analysis of data to ensure targets and priorities are ambitious but realistic
* Ensure collaboration between academies and external partners to support the normal cycles of evaluation, planning and action
* Establish and maintain working parties, moderation groups and hubs where a need is identified
* Identify, promote and support future leadership capacity within all partner academies.

**Team working and collaboration**

* + Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
  + Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
  + Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
  + Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
  + Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
  + Cover for absent colleagues within the remit of the current School Teachers’ Pay and Conditions document

**Fulfil wider professional responsibilities**

* + Work collaboratively with others to develop effective professional relationships
  + Be responsible for improving your professional development by participating fully in training and other opportunities identified by the Trust or as developed as an outcome of your appraisal
  + Proactively participate with arrangements made in accordance with the appraisal policy
  + To have professional regard for the ethos, policies and practices of the Trust

**Supporting Information**

The current key responsibilities of this post are outlined in this job description but are not exhaustive. The need for flexibility, shared accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post’s banding and whenever reasonably instructed.

This job description is current at the date below and does not form part of your contract of employment. This may be amended as the need arises to reflect or anticipate changes to the role/duties following consultation with the post holder.

**Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Post Holder Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PERSON SPECIFICATION**

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| --- | --- | --- |
| **Qualifications** | **Essential** | **Desirable** |
| Degree or equivalent  Qualified Teacher status  Evidence of recent continued professional development  NPQH or previous Headship experience | ✓  ✓  ✓ | ✓ |
| **Experience** |  |  |
| Identifying priorities for improvement and effecting change in schools/academies  Previous experience in a school leadership capacity  Monitoring and evaluating performance within schools  Proven record of working with school leaders to develop effective improvement strategies  Successful experience of raising achievement  Working with and engaging external partners  Planning, determining and organising major curriculum areas  Substantial knowledge and understanding of learning and teaching across the primary age range | ✓  ✓  ✓  ✓  ✓  ✓  ✓ |  |
| **Professional Knowledge and Understanding** |  |  |
| Safeguarding children & young people  What constitutes a good/outstanding academy  The process of strategic planning and self evaluation  Ability to communicate a shared vision  Compare data and performance indicators  National framework and current legislation for educational initiatives  Roles and responsibilities for CEO, MAT, Local Governing Body, Diocese, ESFA and DfE  Legal issues relevant to school management | ✓  ✓  ✓  ✓  ✓  ✓  ✓ |  |
| **Strategic Leadership** |  |  |
| Ability to articulate and share a vision of primary education, supporting the aims and ethos of the academy  Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement  Facilitate a collaborative approach to decision making  Experience of managing challenges by dealing sensitively with people and resolving conflict  Proven track record of building strong relationships with other academies/schools | ✓  ✓  ✓  ✓  ✓ |  |
| **Accountability** |  |  |
| Ability to communicate effectively orally and in writing to a range of audiences including all stakeholders  Experience of effective whole school self-evaluation and improvement strategies  Experience of offering challenge and support to improve performance | ✓  ✓ |  |
| **Interpersonal Skills** |  |  |
| Ability to lead, influence and manage change  Think creatively and imaginatively to solve problems and identify opportunities  Facilitate a collaborative approach to decision making  Be self-motivating, setting personal goals and having energy and enthusiasm for the role | ✓  ✓  ✓ |  |

Signed to indicate agreement………………………………... [Post-holder]

Date……………………

Signed …………………………………………………………... [Manager]

Date …………………....