

Chingford Academies Trust

JOB DESCRIPTION

MAT Director of Professional Development and Pedagogy

Scale:	Leadership
Grade/Pay Range:	L14 to L18 - £59,833 to £65,689 (negotiable for the right candidate)
Reporting To:	Chief Executive Officer

PURPOSE OF THE JOB

- To create an exceptional professional development model for staff which allows their practice to flourish, using pedagogical strategies that secure outstanding outcomes for young people.
- To lead and deliver a streamlined and high quality, professional development and pedagogical development strategy across the Trust.
- To manage the teaching and learning teams for the Trust.

Our MAT has moved an exciting new phase led by a new leadership strategy since September 2019. Whilst we know there is work to be done following the outcome of our recent Ofsted inspection of Chingford Foundation School, the school has the full support of our parents/carers and staff and remains well oversubscribed for September 2020. We believe we are in a very strong position to reverse this position quickly. Prior to the inspection we had already begun to implement plans to take the school to outstanding in the future: our MAT objectives declare an unequivocal aim to reach outstanding for each of our constituent schools and the MAT itself. Our vision include plans to grow the Trust with the right partners in the future. South Chingford Foundation School is already an Ofsted Good school. If you are appointed to this role you will be presented with a wonderful opportunity to help mould our team, our plans and have impact from day one in post.

This is a uniquely exciting role giving a rare opportunity to lead teaching and learning at a highly strategic level, bringing positive impacts for our staff and students alike. In essence, we wish to create an exceptional professional development model for staff which allows their practice to flourish, using pedagogical strategies that secure outstanding outcomes for young people. The teaching and learning teams in each of our schools are highly skilled, well connected and passionate in their roles. They are already working together across the two schools to share best practices. The successful candidate will be leading a committed team of specialists to deliver a streamlined and high quality, professional development and pedagogical development strategy across the Trust. Teachers from any subject discipline will be considered and there will be an expectation that the successful candidate will have a teaching load commensurate with the level of this post and that they will teach at either site.

Our Vision, Values, Mission and the Trust Charter

Trustees have recently developed a vision, values and mission for the Trust.

*Our Trust **vision** is to offer the highest calibre education; a blend of traditional knowledge and contemporary thinking, delivered by dedicated staff with access to an unrivalled professional development model; plans will be focused on the development of existing and future partnerships that contribute strongly to our community of schools; inspiring innovative thinking to prepare our*

students for the technological, social and environmental challenges of the future in our rapidly changing world.

*Our Trust **values** will permeate all of our work. We will be forward-thinking in strategy, cohesive in our approach and proud of the achievements that support our vision and mission.*

*Our Trust **mission** is to create a collaborative community of schools within a MAT structure that encourages and supports each school's strengths and individuality. All schools will adopt the principles of the Trust Charter in their daily work. The Trust Charter is centred on the strong relationships that will ensure that our staff and students engage fully with each other and with their community and take the lead on delivering the Trust's vision for education.*

*Our Trust **Charter** describes on one page our modus operandi (inside rear cover). We believe that strong, warm and caring relationships will be front and centre to facilitate the achievement of our objectives at MAT at school level.*

There is an expectation of every employee of the Trust to embrace and put into practice these principles.

Key Responsibilities

- Be a member of the MAT leadership group, representative at local leadership groups and chair of the teaching and learning group.
- Actively embody the Trust's values in strategy and day to day operations: "Forward-thinking, Cohesive, Proud".
- Lead on key elements of the MAT development plan including:
 - Development, implementation and evaluation of a Trust professional development model;
 - Lead on a proactive, rich, wellbeing strategy for staff across the Trust which is well communicated and impact driven as evidenced through staff feedback forums
 - Improving school outcomes through the use of school and Trust data, the development of strong whole school and subject pedagogy and the quality assurance of the strategies employed.
- Contribute to the Trust marketing strategy through high quality programmes that facilitate the recruitment and retention of staff and make the Trust attractive to prospective 'joiners'.
- When required, lead on school level, post-Ofsted, teaching, learning and assessment objectives.
- Support Trust and school programmes that fulfil the mission for establishing strong leadership at all levels of the organisation.
- Support the Director of Finance leading on fully utilizing the Apprenticeship Levy to support the funding of the CPD Programme,
- Support reforms to appraisal and performance management.

Specific Roles, Responsibilities and Duties

To work alongside the Chief Executive Officer by:

- Having a strong understanding of the needs of the MAT and its constituent schools; being able to adopt different approaches to school improvement according to the unique characteristics of the school whilst supporting MAT objectives.
- Developing a culture of continuous improvement across the MAT and at each of the constituent schools; able to demonstrate high aspirations for students, being able to balance the non-negotiables required of effective schools whilst allowing schools to maintain their autonomy; being innovative in approaches to school improvement and able to create high levels of staff engagement and buy-in, including with school leaders.

- Developing Trust level pedagogical principles which are shared between teachers, departments and schools; using research to inform and guide staff in the implementation of these high quality pedagogical principles and to evidence and evaluate their impact; to focus on first wave teaching that most supports and benefits underperforming groups.
- Using evidence based professional learning models to develop a culture of learning at all levels of the organization and supporting programmes that engage student voice in developing best practices.
- Creating and leading a MAT assessment group; developing a MAT approach to assessment that embraces the need to manage staff workload and which uses research to seek the most effective ways of assessing student progress through knowledge and skills; leading middle leaders in whole MAT level moderation and sharing of best practice.
- Working with the Chief Executive Officer to examine quantitative and qualitative subject level, whole school and Trust data, to inform knowledge of the MAT and its constituent schools' emerging strengths and needs and to effectively strategize accordingly.
- Use the pedagogical principles to develop a Trust level CPD programme; ensure that the programme supports and extends upon local CPD programmes. To complete the cycle of delivery, implementation, evidence and evaluation of impact of these programmes in support of staff professional development and school and MAT improvement.
- Building capacity for improvement; identifying, developing and using the best teachers, leaders and external partners to ensure school improvement programmes are fully implemented, completed and evaluated. Leading on the recruitment, development and retention of talent within the Trust, including new teachers to the profession; developing world-class staff progression programmes, recruiting to the MAT the very best in their field and managing talent within the organization so that talent is retained within the Trust.
- Developing and quality assuring a fit for purpose and common teacher appraisal system that identifies the priorities for development and improvement that will have impact at student, teacher, school and MAT level. Lead on the post-Ofsted development plan with respect to the leadership of teaching; to evaluate at Trust and school level the role and impact of middle leaders; to lead on middle leadership development programmes which improve the leadership of subject expertise, leadership of effective pedagogies and leading teams.
- Working with the MAT lead for curriculum development over the next 2 year cycle; supporting the lead by informing curriculum decisions from a learning model perspective.

Budgets and Training

- Manage the CPD budget across the Trust, ensuring effective use of resources and best value at all times; and to work within the Trust's financial regulations and procedures.
- Effectively manage the directed time budget for all schools within the Trust.
- Develop and roll-out the annual CPD calendar for schools and the Trust in line with the School and Trust Development Plans; to ensure that training is disseminated efficiently and to evaluate the effectiveness of training in improving the educational outcomes of students.
- Work with individual leads in each school to ensure cohesive and consistent practice across the Trust.

General Responsibilities as a Member of the MAT

- Fully contribute and participate in MAT level leadership meetings.
- Attend Local Governing Body and Trustees meetings as directed and to deliver presentations on specific areas of focus including initiatives, strategy and outcomes.
- Using networks to attract funding, resource and capacity to the Trust, offering support in the system and marketing the Trust as the employer of choice.

General Responsibilities

- Support the work of the Trust and constituent schools.
- Uphold and enforce school and Trust rules and work in co-operation with colleagues to promote the high standards of behaviour and concern for others.
- Perform duties in a professional manner and with integrity at all times within the role of the job.
- Develop and maintain excellent working relationships with all stakeholders.
- Understand and maintain confidentiality in all areas of the job and at all times.
- Undertake any other reasonable duties as may be required from time to time that are within the level of the post on the direction of the Chief Executive Officer. Adhere and comply with all school and Trust policies.
- Responsible for own training and development needs and participate in training opportunities in line with the needs of the Trust.

Person Specification and Assessment

MAT Director of Professional Development and Pedagogy

Job Requirements	Essential	Desirable	Method of Assessment (I/T/A)
Qualifications			
Qualified teacher status	✓		A
Evidence of postgraduate study		✓	I/A
Evidence of appropriate CPD	✓		I/A
Experience			
Evidence of impact in leadership roles undertaken to date	✓		I/A
Experience in a similar role in another organization		✓	A
Extensive experience of promoting the practice of good teaching and learning to a variety of audiences e.g. (teaching, support staff, students, parents, governors)	✓		A
Track record of successful teaching in at least two key stages	✓		A
Evidence of effective line management of colleagues	✓		I/A
Experience of the successful management of Ofsted in a leadership role		✓	I/A
Skills, Knowledge and Understanding			
Evidence of a secure knowledge of the available research and best practices of professional development, teaching, learning and assessment	✓		I/A
Having strong presence and high credibility with colleagues, having skills in persuasion, confident to liaise with other professionals both in and out of school and to talk to audiences of many different types.	✓		I/A
Outstanding communication skills. Responding with speed, efficiency and highly organised behaviours to ensure that strategic drive and the impact of the role is maximised. Being a step ahead and outward facing in communicating this	✓		I/A
A bold, forward-thinking strategic thinker	✓		I/A
An independent worker, well organised and methodical, including the management of administration, able to meet deadlines consistently and to work effectively under pressure	✓		I/A
An understanding of the barriers to learning for staff and students and a variety of strategies to overcome them	✓		I/A/T

An understanding of data and evidence of being able to monitor pupil progress and taking appropriate action, an understanding of the factors which promote excellent pupil progress and high attainment	✓		I/A/T
A competent user of ICT for all purposes relevant to the job description	✓		I/A
An understanding of how technology can be used to support the role and teaching and learning		✓	I/A
Other Requirements			
A firm understanding of and commitment to safeguarding	✓		I/A
A firm understanding of and a commitment to social inclusion	✓		I/A
A firm understanding of and a commitment to equality	✓		A/I/R
Experience of organising and chairing meetings and subsequently holding others to account for the execution of action points	✓		I/A
Appointment to the post is subject to a satisfactory enhanced DBS check	✓		
<p>This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18.</p> <p>The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.'</p> <p><i>"The Trust as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf". (Ref: Keeping Children Safe in Education, most recent edition).</i></p> <p>*I – Interview T – Test/Presentation A - Application Form</p>			