



CHINGFORD ACADEMIES TRUST
Forward Thinking, Cohesive, Proud

Candidate brief for the position of

Director of Professional Development and Pedagogy





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CHINGFORD ACADEMIES TRUST

Forward Thinking, Cohesive, Proud

Chief Executive Officer/Executive Principal
Jane Benton MA Med
Chingford Academies Trust
Nevin Drive
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Fax: 020 8506 3875

Dear Applicant

Thank you for expressing an interest in the post of Director of Professional Development and Pedagogy at Chingford Academies Trust. We hope the information in the pack will give you a good flavour of our schools as well as the application procedures and that, having read the pack, you will decide to apply.

This pivotal role is available from Easter 2020 and offers an exciting opportunity to join a passionate and focused team of colleagues dedicated to improving the lives of the more than 2000 students within our Trust.

Chingford Foundation School (CFS) and South Chingford Foundation School (SCFS) have 120 years of combined history and experience in delivering a positive, aspirational environment for our students to flourish. Whilst we have continued to adapt to the changing world around us with the creation of our Multi Academy Trust, our commitment to helping students of all abilities and backgrounds achieve their dreams has only strengthened. We are incredibly proud of our staff and students and passionate about driving improving standards across the Trust, aspiring to offer a world class education and professional development model for all.

We are looking for a skilled, professional and enthusiastic individual to help us ensure that in every way the schools within Chingford Academies Trust move to outstanding schools. There remains a lot of work ahead of us, but with innovative, inspirational leadership there is no limit to what we can achieve for our students, as we start an exciting new chapter in our story.

When completing the application form, please follow the instructions contained in this pack and demonstrate clearly how you meet the person specification and job description. If you have any questions, please contact me via my PA, Amanda Crowley on the above number or via email on a.crowley@chingford.waltham.sch.uk

We very much look forward to receiving your application.

Yours sincerely

Jane Benton
Chief Executive Officer

Chingford Academies Trust is a charitable company limited by guarantee registered in England and Wales
with registration number 08179498
Registered Office: Chingford Foundation School, 31 Nevin Drive, Chingford, London, United Kingdom, E4 7LT



An Introduction to the Chingford Academies Trust

A warm welcome to the Chingford Academies Trust, where we provide students with an excellent secondary education. The two secondary schools challenge and extend students of all abilities and backgrounds and prepare them to contribute positively to the communities in which they live.

Our commitment to quality, achievement and the 'comprehensive ethos' makes our schools the natural first choice of students, parents and staff in the local area who are keen to contribute to the successful development of tomorrow's young citizens.

We are proud of recent developments to provide educational spaces for our expanding roll that create a sense of wonder and awe at Chingford. These have included the Clive Moore Sports Hall, our Arts Centre, state of the art Library facilities, additional classrooms and external recreation areas. We are further developing our site with an extension to our Science facility which will be ready in September 2020.

At South Chingford Foundation School, we offer a smaller learning environment 'where everybody will know the student's name' and the support will be individualised to inspire students to make excellent progress. There is a thriving extra-curricular programme including and externally funded Saturday School which is well attended.

Our strengths, including what Ofsted say about our schools:

The Schools serve a diverse community and are inclusive in their approach.

Pupils say that they are encouraged to respect others and treat everyone equally.

Behaviour in lessons is calm and purposeful. It contributes to an atmosphere where pupils are able to engage in their learning.

Pupils are proud of their school. They behave well around the School and in lessons. They are cheerful, polite, helpful and very supportive of each other.

Many pupils choose to stay on in the Sixth Form. A student explained "We stayed because our Sixth Form has a good reputation."

Parents, carers and staff are overwhelmingly positive about the Schools' work.

Positive relationships between teachers and pupils underpin engaging and effective learning.



Scale:	Leadership
Grade/Pay Range:	L14 to L18 (£59,833 to £65,689)
Reporting To:	Chief Executive Officer

The Role

Our MAT is moving into 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 over-subscribed 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.

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 and 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;
 - 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 Leadership Group

- Fully contribute and participate in MAT 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.

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.



- Participate in the annual performance appraisal process in line with Trust's Performance Appraisal policy.

Person Specification and Assessment

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 presence and 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
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 student progress and taking appropriate action, an understanding of the factors which promote excellent student 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>			



The Trust will endeavour to make any necessary reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

You can find out more information by taking a look at our websites:

www.chingfordfoundation.org and www.southchingfordfoundation.org.uk

To arrange a visit to the Trust schools please contact Amanda Crowley on 020 8529 1853 extn: 222 or email a.crowley@chingford.waltham.sch.uk.

Closing date: Monday 24 February 2020 at 10.00am

Interview date: Wednesday 26 February 2020

Please return your completed application to jobs@chingford.walthamforest.sch.uk

The Trust is committed to safeguarding children and successful candidates will undergo an enhanced DBS check.





How to Apply

- i. Read carefully all the information about this post.
- ii. If you have any questions, or would like to speak to the Chief Executive Officer, please do not hesitate to telephone or email the PA, Amanda Crowley on 020 8529 1853 extn: 222 or a.crowley@chingford.waltham.sch.uk
- iii. Complete the application form as fully as possible. If there is insufficient room on any section of the form, please provide additional information on a separate sheet. Please note that your application form will be photocopied for the Selection/Interview Panel, therefore clarity is essential. It is important that all gaps in your career history and employment are fully explained on your application form.
- iv. Send your completed application form by email (if downloaded) to: jobs@chingford.waltham.sch.uk or post to:

Human Resources
Chingford Academies Trust
31 Nevin Drive
Chingford
London
E4 7LT

Your application must be received by 10.00am on Monday 24 February 2020.



Appointment Process

Suitable applications will be shortlisted for interview as quickly as possible.

If you are successful, you will receive either a phone call and/or email inviting you to attend for interview. Please ensure that you give us a daytime telephone number and/or an email address that you regularly access so that we can contact you to make the necessary arrangements if you are shortlisted.

If you require any assistance in attending for interview, please let us know the nature of that assistance in good time so that we may make appropriate arrangements.

Candidates invited to interview will:

- be given a tour of the school
- have an opportunity to meet with key staff
- undergo a selection process
- have an interview with members of the Trust

Pre-employment Checks

Chingford Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered “spent”.

The successful applicant will also be required to:

- Provide details of two referees who know you in a professional capacity, if at a school, one of which must be your current Chief Executive Officer/Headteacher/employer. It is our usual policy to take up references before interviews wherever possible. An offer of employment is conditional on any reference provided being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK
- Complete a Medical Declaration and receive fitness to work.

Policy on Equal Opportunities

The Trust is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position.



Our Trust is committed, through daily practice, to our belief that our job is to create an environment in which strong relationships pervade; staff and students are committed to building, repairing and reflecting on our behaviours so that our harmonious community is maintained.

This Charter supports CAT Strategic Objectives 3 and 4:

Strategic Objective 3:

To develop a culture within the constituent Academies of the MAT in which all employees and students

How outstanding behaviour and attitudes to one another, their learning and the community of schools

Strategic Objective 4:

To nurture a culture in which personal development contributes to the creation of a harmonious community

Creating the Right Environment

- Committing to our part in creating a harmonious community for young people to be educated in.
- A setting where young people feel confident to engage with adults and where adults facilitate opportunities for young people to talk.
- To be open to delivering programmes and undertaking training to facilitate improved engagement and creating a harmonious community.
- To provide opportunities through the curriculum to help all young people to see the world of opportunities and the possibility of relationships beyond their immediate peer groups.
- Giving young people a forum in the school to become leaders.

Building Relationships

- Being warm, empathic, and curious about all students in our care.
- Meeting and greeting students in classrooms and conversing with them in and outside of classrooms at every opportunity.
- To be constantly offering students opportunities to expand their horizons.
- Supporting staff to show the joy of their craft.

Repairing Relationships

- Behaviour practices that are based empathy, reflection and positivity.
- Whatever the cause, to be prepared to intervene at all times in order to make young people feel calm, soothed and secure.
- To be able to help young people feel confident in 'help seeking' without fearing threat, danger or shame.
- Staff and student openness to proactively repair relationships that appear to have broken down using restorative justice, warmth, understanding and kindness.

Reflecting and Improving

- Staff development and training that ensures adults and students cultivate positive behaviours and reflective practices in the art of good listening, good dialogue, empathy and understanding.
- Training for parents and carers in order to support them to empower families.
- The school to utilise the most current research practice, and resources in order to enable students to make informed choices about how they can relate to each other, how they live their lives and how they treat their bodies, brains and minds.



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