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Location: **Suffolk/Cambridgeshire**

Start Date: **January 2024**

# Assessment and Standards Lead Candidate Pack





## Welcome letter from our Chief Executive Officer

Dear Applicant,

Thank you for your interest in working as part of our team. You will be joining our trust at an exciting part of our journey where we continue to build on the good work in our schools but seek to build the capacity and capabilities of our trust as a whole.

As a CEO new to role in January 2023, I am looking to build a team of energetic, knowledgeable and creative professionals to work alongside our current experienced team both centrally and in schools. This is a rare opportunity to build a system of excellence to surround and support our school communities with care and professional excellence. We strive for the very best for our pupils in a range of settings including nursery, primary, secondary, special schools, all through schools and post 18 specialist settings.

Our pupils and staff deserve the best and we hope that if you are someone who is aspirational and inspirational for pupils and staff you will consider coming to work as part of our team.

Please make contact and we will be happy to discuss the role and trust further.

**Lynsey Holzer**  
CEO



# About The Active Learning Trust

The Active Learning Trust is a large multi-academy Trust that has grown steadily over time. ALT has effectively established a strong clear ethos, vision and values across all its schools.

- We know our schools exceptionally well and there is honest reflection on and evaluation of our strengths and areas for improvement.
- We have clear and appropriate plans for continuing to improve the quality of education and pupil achievement.
- We encourage and celebrate the individual characteristics of each of our schools and provide them with a good balance of autonomy and central oversight and accountability.

## Our Schools

- ALT currently comprises 19 schools. We have schools in Cambridgeshire and Suffolk.
- The Trust has two special, three secondary, one all-through and 15 primary schools – including an infant school.
- One special school, one secondary school and four primaries are academy converters. The remaining 15 schools are sponsor led academies.
- The Trust was initially established with one school in April 2013 and since then has gradually expanded over time with 4 new schools joining in 2013, six in 2014, three in 2015, three in 2016, three in 2017 and the latest school joined us in January 2018.
- The primary schools vary in size from around 70 to 650 pupils. The secondary schools vary in size from 600 to around 1400 pupils in our largest school site. (i.e. remove the reference to growing to capacity on the basis that LECA open to all year-groups).
- Four of our schools were opened as new, with pupil intake increasing incrementally each year.

The Trust's schools fall naturally into three designated geographical sub-regions – Ipswich, the Lowestoft area, and mid Cambridgeshire. This allows the Trust to apply so-called 'hub' level school to school support and collaborative working and other mutually supportive arrangements. The synergy this creates has become a key way of working for the Trust and continues to develop further over time.

- The proportion of disadvantaged pupils in the Trust is above that found nationally.
- The proportion of pupils with an Education Health Care Plan is in line with national averages.
- The proportion of pupils with Special Educational Needs and/or Disabilities and who speak English as an additional language are below national averages.





## About The Active Learning Trust *continued*

### Our Aims

In our academies and the schools that we work with, we will:

- Establish and maintain strong and effective leadership.
- Maintain the highest expectations of Trust-wide teaching and learning and recognise that each school is an integral part of its local community.
- Deliver good governance as a non-negotiable element of our work.
- Develop and sustain a strong and rapid trajectory of improvement in all our schools.
- Ensure a calm and purposeful learning environment.
- Maintain robust systems of performance management.
- Champion broad and balanced curricula designed to meet the needs of the 21st Century.
- Develop and sustain strong links with local and national business to foster links for work experience and future employment opportunities.
- Harness the developing potential of information technology to enhance classroom practice and the business operations of the Trust.
- Promote the sharing of expertise and effective practice across our academies and schools.
- To listen to pupils, staff and parents as to how the Trust and schools deliver to their local communities.
- Provide value for money services.
- Build capacity by nurturing a collaborative network of school improvers.
- Be outward facing, learning from excellent practice and other research to develop the offer in our schools and across the Trust.
- Ensure community 'ownership' of our academies and schools and that they are seen as the schools of choice by their communities.
- Foster and sustain strong links with further and higher education.

In overall terms, the Trust wants to be able to be judged as having met a shared set of values and a vision, delivering a high-quality education provision so that all pupils and students maximise their potential for learning.

### Our Vision

Is to maximise our impact at school level, both with schools in need of significant improvement and with those that are already outstanding and have a desire to develop and use their expertise to support others. Specifically, we will:

- Support the drive to raise standards in the lowest performing schools, through our own team of experienced school improvers and with the support of existing high performing schools.
- Continually improve our capacity to ensure that the quality of what we deliver remains at an outstandingly high level by ensuring there are strong systems of performance management in place in all schools to support improvement, seeking out and valuing excellent performance and by ensuring good value for money.



## About The Active Learning Trust *continued*

- Ensure the delivery of high-quality education through our academies to support pupils across all age ranges from the early years to post 16.
- Work with LAs on school organisation issues to address local communities' demand for the provision of high quality school places locally.
- Develop the leadership, management and governance in all our schools so that we grow and maintain the best leaders, and act as a "Training School" network to grow the next generation of effective teachers and school leaders.
- Develop and support local governing boards who share our determination to raise standards in all Trust schools.
- Provide value for money services to our schools that minimise administration locally and maximise the potential for our managers to be leaders in their school.

### Our Values

- We recognise each school is different – we don't look to impose a corporate style or identity on schools but we do have a common approach to maintaining the highest expectations.
- We believe our role is to help school achieve excellence through the provision of support, advice and challenge of the highest quality.
- We are committed to a collaborative approach to our work, based on a shared understanding of what needs to be done, by whom and when in order to maximise the impact of our work.
- The Active Learning Trust seeks to promote a tolerant and informed view of the world and holds non political, cultural or religious affiliations. These core values underpin our commitment to provide the highest quality education for all our pupils so that they can go on to live fulfilling and responsible lives as active citizens.
- We are always open and honest in our communication and welcome feedback.
- We always do what we say we will do.
- We will strive for excellence and quality in everything we do.
- Our staff can expect support and advice of the highest quality, clarity about expectations we have of them and the right and responsibility to share successes and concerns.
- We believe pupils in schools that are part of the Trust have a right to an excellent education and a responsibility to positively take part in the school and community life to the best of their ability.
- We believe that parents are an important part of a child's education and it is the responsibility of the Trust and schools to engage positively with parents to secure their support to raise attainment.
- We believe that strong Local Boards, acting as part of the Trust's monitoring and evaluation of progress, are key partners to success.



## About The Active Learning Trust *continued*

Inspired by our colleagues at Active Teacher Training, our ALT Institute will encapsulate all elements of our people development strategy, helping all stakeholders to support the young people we work with:

### What is the ALT Institute?

'Institute' is an umbrella term for all people development available to our staff. It is any people development activity that takes place in or across academies, delivered by or for ALT colleagues. In essence, it is every development opportunity available to staff: blogs, coaching, conferences, courses, role-performance development activities, podcasts, reading, SDGs, team-teaching, TNGs, webinars, workshops and more.

### Where is our ALT Institute?

Anywhere and everywhere! Anywhere people development takes place (in academies/ external venues/at home in your living room) forms part of the Institute.

Our Institute is a learning eco-system, through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system.

Leadership doesn't just come from the top; it has to be genuinely stakeholder-led. In this vein, we have designed our learning eco-system intentionally to incubate teacher agency.

Irrespective of our role, we all have a responsibility to make things better for children and young people, helping ensure that teachers are delivering the best possible education.

Thus, we have a professional obligation to keep getting better through engagement in people development activities, so that the 'edge' between schools and communities, where educators work with pupils, parents and carers and communities, is the best it can possibly be.

### Who is our ALT Institute for?

Please note we use the collective pronoun 'our' and not the determiner 'the.' Our Institute is not independent of us. It is us. We will contribute to our training and development when we deliver people development, and we will benefit from it when we attend or seek out development ourselves.

It serves our whole ALT community. We are all working hard to ensure that there are high-quality people development opportunities for every single stakeholder across our organisation.

We are committed to the very best people development. We empower all employees through equity of opportunity, and we place the needs of our stakeholders and the communities we serve at the front and centre of all we do.

We believe we are better together and value collaboration within and beyond our organisation. ALT people development activities will be the very best professional learning our stakeholders have ever had. Through high-quality people development, we will all transform lives and communities.

We resolutely believe that it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ALT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute.

The advancement of our Institute in this way will lead to whole system improvement and transform more lives and communities.



**ALT Institute** of  
**Teaching** and  
**Leadership**



# Job Description

## Assessment and Standards Lead

To be accountable for implementation and strategic improvement of assessment and academic standards of Trust Schools



### Key Responsibilities and Accountabilities

#### Strategic Overview of the Internal Assessment Cycle.

- Work with Headteachers to ensure that there is a robust cycle of assessment in place in line with the Trust Assessment Policy.
- Work with Subject Improvement Leads and school leaders to ensure the smooth running of internal assessments.
- Coordinate the corporate management group for school Assessment Leads and contribute to the delivery alongside the Academy Improvement Leads and the wider Education Team.
- Work with the ALT Institute to develop and deliver Assessment CPD.

#### Strategic Overview of External Assessment

- Work with the Trust Data Manager to produce a strategic oversight of examination performance at school, and Trust level.
- Ensure schools are compliant with external assessment requirements.
- Deliver regular training to Exams Officers, Quality Nominees and Heads of Centre to ensure the smooth running of external examinations and minimize the risk of malpractice.
- Share the ALT Teacher Examination Impact measure with Academy Improvement Directors and the Executive to enable Academy Improvement Directors to share best practice and broker targeted support to teachers and schools.
- Coordinate the corporate management group for Examination Officer.

#### School Academic Standards

- Contribution to Trust Quality assurance visits with a focus on pupil outcomes.
- Attend and contribute to School Standards Boards alongside the Academy Improvement Director.
- Maintain the Trust Forecast Model for Ebacc Subjects.
- Produce actionable assessment and intervention dashboards.
- Work with Subject Improvement Leads to develop and maintain centralized systems for gap analysis based on component level analysis.
- Ensure MIS systems allow for a coherent educational data standard to be used across the schools.

#### Overview of Catch-Up and Intervention

- Provide templates and guidance to schools enabling effective management of intervention programs.
- Monitor the use of additional grants such as NTP and PPG and their use to drive standards through small group tutoring.

#### Other Duties

- Where necessary, assist with timetable production at targeted schools.

# Person Specification



**E = Essential criteria, D = Desirable criteria**

	Essential	Desirable
<b>QUALIFICATIONS AND CPD RECORD</b>		
Qualified Teacher Status and first degree (or equivalent, e.g. Cert Ed)	E	
Record of CPD relevant to Senior Leadership	E	
Higher degree relevant to Education		D
NPQH		D
CPD record includes substantial relevant achievement		D
<b>EMPLOYMENT RECORD</b>		
Successful track record of leadership in the primary/secondary sector in England	E	E
<b>PERSONAL EFFECTIVENESS</b>		
Capacity for personal development	E	E
Ability to identify and grapple with priority issues and be adaptable and responsive to circumstances		E
Consistency of judgement and inner integrity		E
<b>LEADERSHIP AND MANAGEMENT OF STUDENT/PUPIL ACHIEVEMENT</b>		
Concerned about individual student/pupil needs; regards personal safety and achievement for each individual as the highest priorities		E
Ability to inspire high levels of performance in pupils		E
The ability to analyse the complex issues relating to students'/pupils' attainment and progress and develop effective and creative responses		E
Successful track record in managing and deep appreciation of monitoring and evaluation techniques of student/pupil progress, translating into detailed plans with specific measurable targets	E	E
<b>LEADING AND MANAGING STAFF</b>		
Concerned about individual student/pupil needs; regards personal safety and achievement for each individual as the highest priorities	E	E
Ability to work through a matrix structure to drive performance and engage with all stakeholders		E
Positive and approachable with a commitment to equal opportunities and high achievement		E
<b>LEADERSHIP AND MANAGEMENT OF CURRICULUM</b>		
Depth of knowledge of the National Curriculum and sound experience of curriculum delivery, monitoring and assessment	E	E
The ability to analyse complex curriculum issues and develop effective and creative responses	E	E
In-depth knowledge and understanding of current national and international curriculum thinking which informs school priorities and developments and against which the school's progress can be mapped	E	E
A vision for the 21st Century curriculum provision	E	E
<b>STAKEHOLDERS AND THE LOCAL COMMUNITY</b>		
Effective communication with headteachers, senior leaders and trustees		E
<b>ACCOUNTABILITY AND GOVERNANCE</b>		
Successful school development planning, and a strong track record of implementing and managing the delivery of sustained improvements	E	E
<b>TEACHING</b>		
Substantial successful teaching experience	E	E





Cromwell Community College  
Wenny Road, Chatteris, PE16 6UU

# ACADEMICIS

If you wish to discover more about this exciting opportunity, need any further information or you would like to have an informal discussion, please contact **Tracy Laverack** at **Academicis**, our recruitment partner, on **tlaverack@academicis.co.uk** or by phone on **07554 118 997/01223 907979**.

Closing date: **Tuesday 12th September 2023** · Interviews: **Thursday 21st September 2023**

The Active Learning Trust and Local Governing Body are committed to safeguarding and promoting the welfare of children and young persons and Headteachers must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and complete a Disqualification Declaration.