



# GREAT SCHOOLS TRUST

## JOB DESCRIPTION

Job Title:	<b>Head of Institute of Character &amp; Leadership (IOCL)</b>		
Reports to:	Chief Strategic Officer	Grade:	Leadership Scale L9-20
Staff Responsibility for:	All staff and consultants working within the IOCL. For Example: Personal Development Team; Cross Trust NPQ and MLT Tutors and Subject Matter Experts, Content Writers, Coaches, Programme Managers, Support Staff	Salary:	To be negotiated on appointment
		Term:	Permanent Full time
Additional:	As assigned		

*This appointment is with the Great Schools Trust (GST) as employers. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'GST Contract'*

## Background

The Great Schools Trust was formed in 2015. It is now home to 5 academies and is seeking to expand further. In order to develop a leadership pipeline that will meet the demands of expansion, the Great Schools Trust has recently established the Institute of Character and Leadership (IOCL) to offer a range of provision aimed at enhancing the knowledge and leadership skills of governors, teachers, senior leaders, support staff and students.

The Institute is organised into five areas:

1. Academy Leadership
2. Classroom Leadership
3. Operations Leadership
4. Student Personal Development
5. Research





## The vision of the Institute of Character & Leadership

IOCL serves GST schools in Bolton, Liverpool, Warrington and shortly Wigan and will be responsible for:

- Vision-setting for the Leadership Development Model, *Great Leaders for Great Schools*, for all GST schools, integrating on-the-job learning, coaching and cohort-based training programmes, aligned to the trust's unique mission, blueprint and specialism.
- The development and delivery of National Professional Qualifications for middle leaders, senior leaders and aspiring Headteachers and Executive Leaders.
- Designing and implementing ongoing professional development opportunities for serving school leaders, Principals and system leaders within GST.
- Designing and implementing professional development programmes for instructional, classroom based leadership
- Designing and implementing character and leadership development programmes for all GST students
- Developing leadership programmes for schools outside of the Trust, making a contribution to systemwide leadership.
- The development and delivery of School Business Management and Academy Operational Leadership programmes and qualifications.
- Contribute to, and be informed by, research to design and deliver professional development opportunities for staff and leadership programmes for students to ensure the trust remains at the cutting edge of educational change, development and practice.

The post holder will report to the Chief Strategic Officer and the Trust's CEO, collaborating closely with cross trust leaders of education and Principals of schools in each region to implement leadership development programming in order to:

- Contribute to the development of the overall Trust strategy and associated policies.
- Contribute to developing the vision and direction of the Trust.
- Provide strategic and operational leadership to IOCL, ensuring alignment of the Institute within overall Trust strategy.
- Lead the development of the trust's pipeline strategy *Great Leaders for Great Schools* which identifies leadership and professional development needs for each school, staffing needs to be met through the SCITT and systematic professional development opportunities for staff at all career stages.
- Work with colleagues to champion the GST brand and promote the Trust's aspirations.



## **Vision, mission and ethos of GST academies**

### **The vision of the Great Schools Trust**

To create a mutually supportive group of outstanding schools that give every Great Schools' students the opportunity to go to university or pursue the career of their choice.

### **The Mission of each of our academies**

To develop in each of our students the academic skills, intellectual habits, qualities of character and leadership traits that are necessary to succeed at all levels and become successful citizens in tomorrow's world.

### **The ethos that we seek in each of our academies**

We firmly believe that if young people come to a school where they feel valued, safe and teachers have their best interests at heart, then they will commit themselves; they will work harder; suffer fewer distractions; become more motivated and achieve more. Research shows that pursuing a character-driven approach to education, based on a firm set of values, is the lever that produces such an ethos.

## **Our students**

We firmly believe that all of our students can become successful learners. To help them on this journey we agree, with them and their parents, a set of long term goals which become the end point of a 'flight path' which is then further broken down in to a series of Learning Cycle goals. These goals are reviewed with the student by his/her academic tutor each Learning Cycle.

Our 'character through leadership' programmes then help each student gain the confidence, self-esteem resilience and grit to achieve these long term goals.

## **Our belief**

We firmly believe that every student, through personalised learning and clear goals, will stretch their boundaries, gain greater self-confidence and learn more than they thought possible.

## **Main focus of this post**

The principal aim of the post is to set up and lead the IOCL. Working collaboratively with trust leaders and academy Principals, the post holder will be responsible for enacting the vision and priorities of the IOCL and managing all the work streams outlined above to ensure that this vision is realised.

## **Core Purpose**

The post holder will be predominantly responsible for leading the Trust's efforts to train and develop the next generation of GST school leaders, including middle leaders, senior leaders, Principals and





System Leaders. The post holder will also ensure that GST's leadership programmes are of benefit to those outside of the organisation, ensuring that the Institute works with national agencies, leadership partners and HEIS to support alliance schools with their leadership needs.

## Core Principles

- Every young person can, and should, succeed – no ceilings
- Great teaching comes through a heavy investment in to individual professional development
- Positive relationships underpin all of our work
- High expectations are non-negotiable

## JOB PURPOSE AND SUMMARY

### KEY RESPONSIBILITIES AND ACCOUNTABILITIES

#### 1. Strategic Leadership of Institute of Character & Leadership

- Assume responsibility for the leadership and management of IOCL
- Assume responsibility for strategic and operational planning across IOCL.
- Assume responsibility for self-evaluation and all quality assurance processes within IOCL.
- Maintain a Risk Register and Performance Framework.
- Monitor on an annual basis, leadership opportunities within and outside the trust, and take up.
- Create a robust set of performance measures to enhance reporting mechanisms to Trustees and its sub committees.
- Report accurately, and in detail, to the Strategic Board on all aspects of IOCL's business.
- Maintain an overview of both Trust and School Leadership profiles.

#### 2. Operational Leadership of Institute of Character & Leadership

- Implement high-quality leadership development in each of the trust's and partner schools, ensuring it is a valued and critical element of School Improvement and Professional Development.
- Secure the engagement and involvement of staff from GST schools in the leadership, management and delivery of the Institute's offer, including in the regular review and update of the Faculty's curriculum.
- Develop and maintain partnerships with schools and other stakeholders, including the DfE, Ofsted, UCAS, Universities, Local Authorities and other external agencies
- Promote strong relationships and effective working arrangements with all key stakeholders including GST Academies, Teaching School and SCITT Alliances, other Multi-Academy Trusts, DfE, Ofsted, HEIs.
- Ensure the strong engagement of schools in the operational leadership and management of Institute programmes and the design, delivery and assessment of training and improvement planning.



## KEY WORKSTREAMS

### Academy Leadership Development

1. Set the vision and direction of all leadership development programmes and initiatives, ensuring that they are geared towards inspiring others within the organisation.
2. Lead the design and preparation of high-quality, GST bespoke and personalised leadership programmes, ensuring they are a valued and critical element of School Improvement and Professional Development.
  - Ensure the full implementation of the **Great Leaders for Great Schools** initiative in GST schools.
  - Oversee the design and implementation of a Leadership Competences Framework.
  - Oversee the design and implementation of distinctive GST cohort-based leadership training programmes, including the GST:
    - System Leader Programme (serving Principals)
    - Fellows Programme (Aspiring Principals/High Potential Deputy & Assistant Principals)
    - Next Generation programme (serving senior middle leaders)
    - Middle Leader programme (emerging and serving junior middle leaders)
    - National Professional Qualifications (NPQs)
    - Coaching Programme
    - Strategic Leadership and Project Management Qualifications (CMI).
  - Implement and oversee management operations to secure high quality training provision, training delivery and training outcomes.
  - Appoint or commission and quality assure appropriate personnel to deliver Leadership Programmes.
3. Lead on the development and delivery of the Trust's **Great Leaders for Great Schools** Model.
  - Oversee the delivery of National Professional Qualifications and align to the trust's mission, blueprint and specialism
  - Establish an NPQ Strategic Board.
  - Lead the establishment and delivery of GST NPQ Alliances and Approved Delivery Centres.
  - Aligned to the trust's mission, blueprint and specialism, lead the development and delivery of:
    - NPQML (aspiring middle leaders)
    - NPQSL (aspiring Senior Leaders)
    - NPQH (aspiring Principals)
    - NPQEL (aspiring Executive Principals)
  - Assume responsibility for the strategic development of NPQ programme content, responding to local, Trust and national needs, including policy changes.
  - Develop and oversee key documentation, including an assessment framework, quality assurance manuals and handbooks.
  - Collaborate with internal and external stakeholders to deliver a full, integrated marketing and communications strategy for leadership programmes.





- Liaise with external partners, including the National College for Teaching and Leadership, Leadership Foundation, Ambition School Leadership, Teaching Schools, Universities.
4. Expand the network of SLE, LLEs and NLEs to increase the capacity of GST Academies and partner schools to support the self-improving and sustainable school system.

### **Classroom Leadership Development**

1. Provide strategic direction and leadership on the creation and delivery of continuing professional development (CPD) to all teaching staff groups across GST Academies.
2. Lead the establishment of a Teaching School within the trust and school improvement alliances.
3. Oversee the design and implementation of distinctive and high quality GST cohort-based classroom leadership training programmes, including the GST:
  - a. Master Practitioner programme (serving Lead Practitioners) aligned to the CTeach accreditation framework
  - b. Lead Practitioner programme (aspiring Lead Practitioners)
  - c. Classroom Leaders programme (NQT and RQT)
4. Working with cross trust education leaders, oversee the development of Initial Teacher Training, including the SCITT.
5. Working with cross trust education leaders, the development of the Trust's Teaching and Learning Framework and Pedagogical model.
6. Ensure that there is regular review and improvement of CPD provision based on employee feedback.

### **Operational Leadership Development**

1. Provide strategic direction and leadership on the creation and delivery of continuing professional development (CPD) to all administrative and support staff groups across GST Academies.
2. Ensure that there is regular review and improvement of CPD provision based on employee feedback.
3. Develop and oversee key documentation, including an assessment framework, quality assurance manuals and handbooks.
4. Collaborate with internal and external stakeholders to deliver a full, integrated marketing and communications strategy for leadership programmes.

### **Student Personal Development**

1. Provide strategic direction and leadership for the trust's Personal Development Team, including King's Adventure.
2. Oversee the development and delivery of a high quality student leadership curricular.





## **Research**

1. Establish, lead and manage GST's Research provision to ensure its continuing successful contribution to school improvement and to facilitate the effective dissemination of educational research to the benefit of students within GST Academies, and beyond; regionally and nationally.
2. Contribute and publish evidence-based research in professional development to continually improve the Institute offer.
3. Work closely with Research Institutions in leading research trials into a range of pedagogic and wider school improvement issues.
4. Develop a GST Resource Centre and Research Library.

## **Funding/Budget/Marketing Management**

1. Ensure a sustainable business model for IOCL.
2. Develop a marketing and communications strategy for IOCL.
3. Assume responsibility for business development within IOCL.
4. Secure external funding to develop and deliver initial teacher training and early career development, professional development and leadership programmes, school to school support or other opportunities to support the work of the Institute.

## **Accountability**

1. Be accountable for the performance and outcomes of the Institute.
2. Be accountable for compliance of all aspects of Institute work.

## **Management**

1. Line-manage staff working within Institute including the Personal Development Team and research secondments.
2. Ensure the effective deployment of all personnel supporting programme delivery.
3. Oversee high-quality professional development for all programmes.

## **Other responsibilities**

1. Contribute to the wider life of the Trust, its schools and the Institute through out of hours and partnership work.
2. Carry out any such duties as may be reasonably required by the Trust's Chief Executive.
3. Demonstrate commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.



## **Records management**

All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

## **Special conditions**

The post is part of the Central Team of GST Academies. The post holder may be, at times, required to work at any of the partner schools or in any other reasonable location where the Trust is undertaking its business.



## PERSON SPECIFICATION

PERSON SPECIFICATION			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview
<b>QUALIFICATIONS</b>				
1.	A degree qualification or equivalent	E	✓	
2.	Qualified Teacher Status	E	✓	
3.	PGCE	E	✓	
4.	Evidence of Continuous Professional Development	E	✓	
5.	Masters Level Degree or higher	D	✓	
<b>EXPERIENCE</b>				
6.	Experience and track record of outstanding leadership in schools	E	✓	✓
7.	Experience within teacher training or leadership development	E	✓	✓
8.	Experience of developing and delivering successful professional development and leadership programmes	E	✓	✓
9.	Experience of working with trainees	E	✓	✓
10.	Coaching and mentoring experience	E	✓	✓
11.	Experience of working with awarding bodies	E	✓	✓
12.	Significant experience of working with partners and teams to develop high quality, shared systems	E	✓	✓
13.	Experience of designing tracing, monitoring, evaluation and reporting systems capable of bringing about outstanding outcomes	E	✓	✓
14.	Experience of running an organization or large department, managing people, budgets and resources effectively	E	✓	✓
15.	Experience of project and programme management	E	✓	✓



16.	Experience of designing, tracking, monitoring, evaluation and reporting systems capable of bringing about outstanding outcomes	E	✓	✓
17.	Achieved high levels of professional credibility with highly effective leaders in education and beyond	E	✓	✓
<b>ABILITIES, SKILLS AND KNOWLEDGE</b>				
18.	Ability to co-ordinate a large number of partners across a number of functions to deliver project outcomes to a high standard	E	✓	✓

19.	Ability to prioritise, work efficiently and accurately, particularly under pressure, to deadlines and using own initiative	E	✓	✓
20.	Effective partnership working skills – able to build and draw on the strengths of others to generate outstanding results	E	✓	✓
21.	Skilled in developing a culture of outstanding performance and supporting improvements in the design and delivery of professional and leadership development	E	✓	✓
22.	Strong verbal and written communication skills	E	✓	✓
23.	Ability to interpret complex data	E	✓	✓
24.	Excellent report writing skills	E	✓	✓
25.	Ability to build strong working relationships with Trustees, Local Governors, Central Office and school staff	E	✓	
26.	Excellent IT skills, including the ability to use MS Office software packages such as Word, Excel and Outlook	E	✓	
27.	Knowledge and understanding of budget management and financial systems	E	✓	
28.	Excellent interpersonal skills and emotional intelligence	E	✓	✓
29.	Being available and approachable to staff at all levels with varied knowledge	E	✓	
30.	Highest levels of integrity and probity and a commitment to highest levels of effort, endeavour and focus on standards	E	✓	
<b>PERSONAL QUALITIES</b>				



31.	A passionate belief in the Trust's vision of 'Educating, Equipping & Empowering tomorrow's leaders'	E	✓	✓
32.	A strong commitment to the Trust value of 'Aspiration & Achievement'	E	✓	✓
33.	A strong commitment to the Trust value of 'Self Awareness'	E	✓	✓
34.	A strong commitment to the Trust value of 'Professionalism'	E	✓	✓
35.	A strong commitment to the Trust value of 'Integrity'	E	✓	✓
36.	A strong commitment to the Trust value of 'Respect'	E	✓	✓
37.	A strong commitment to the Trust value of 'Endeavour'	E	✓	✓
38.	Sympathetic to and supportive of the mixed multi-academy Trust model	E	✓	✓