Job Description: Trust Outcomes and Improvement Lead

Job Title: Trust Outcomes and Improvement Lead

Location: Fulwood Academy

Salary: Assistant Principal pay scale (L12 – L16)

Reports to: Principal/Interim CEO

Contract Type: Full-time, permanent

Start Date: 1st January 2025

Job Purpose

The Trust Outcomes and Improvement Lead is responsible for driving the improvement of pupil outcomes and raising achievement across the academy. Through data-informed strategies, the role ensures consistent student progress, with a focus on raising attainment to national average and beyond within two years. The postholder works closely with SLT, middle leaders, and teachers to provide targeted interventions, strategic data analysis, and leadership in teaching and learning improvements.

Key Responsibilities

- **Data Management & Strategic Improvement:**
  - Work with leaders to develop consistently good data systems across Fulwood Academy and across future Trust schools.
  - Lead on the system design, collection, analysis, and reporting of student performance data (attendance, behaviour, and academic progress) across all key stages, ensuring accurate tracking of attainment.
  - Work closely with the Principal & Interim CEO to set ambitious, evidence-based targets and monitor school progress against these targets.
  - Ensure the implementation of high-impact interventions for students at risk of underperforming and oversee the tracking of their progress.

- **Improvement of Teaching and Learning:**
  - Provide strategic leadership to middle leaders and teachers in using data to inform teaching, ensuring consistency in high-quality classroom practice.
  - Support the design and delivery of professional development for staff, with a focus on improving teaching and learning outcomes through effective data use.
  - Lead the use of data management systems (e.g., SIMS, SISRA) to ensure that staff can effectively utilise data to improve student outcomes.

- **Monitoring & Reporting:**
  - Provide comprehensive reports to the SLT, governors, Trustees and external agencies (e.g., Ofsted) on student progress and performance, highlighting areas for development and celebrating successes.
  - Ensure the accuracy and integrity of data used for school evaluations, examinations, and statutory reporting.

- **Collaboration & Stakeholder Engagement:**
  - Work collaboratively with SLT to ensure whole-school alignment in achieving the academy's improvement goals.
  - Liaise with key stakeholders, including governors, parents, and external bodies, to communicate progress, share best practices, and gather feedback.
- **Performance Management:**
  - Lead performance management of staff involved in data collection and analysis, ensuring they meet the school's high standards of practice and output.
  - Oversee and support the effective delivery of internal and external exams, ensuring compliance with regulatory requirements.

Key Performance Indicators

- School outcomes meet or exceed national averages within two years.
- Increase in the percentage of students achieving expected or higher progress across key stages.
- Effective deployment of targeted interventions, leading to improved student outcomes in underperforming groups.

Challenges & Opportunities

- Lead the school's data-driven approach to student improvement, aligning all staff and resources toward raising attainment to national levels.
- Opportunity to influence key decisions at the leadership level and contribute to shaping the school's strategy for sustained success.

Person Specification: Trust Outcomes and Improvement Lead

Education and Qualifications

- **Qualified Teacher Status (QTS)**.
- **Proven record of Continuous Professional Development (CPD)** in data analysis, leadership, or educational improvement initiatives.

Experience

- Significant experience in using data to drive school improvement and enhance teaching and learning outcomes.
- Leadership of academic interventions and progress tracking systems at a departmental or whole-school level.
- Experience working in a secondary school setting, with a strong understanding of accountability measures.
- Have a proven track record of success in achieving educational outcomes at least in line with national outcomes.

Skills and Abilities

- **Advanced data analysis skills** with the ability to interpret, report, and present complex data to a variety of stakeholders.
- **Excellent communication and interpersonal skills** to coach and influence staff at all levels.
- **Strong leadership abilities** with a track record of supporting improvements in teaching through data-driven strategies.
- Ability to manage and oversee the deployment of effective intervention programs and track their impact on student progress.

Personal Qualities

- **Visionary and strategic thinker** with the ability to inspire others towards a common goal of raising achievement.
- **Collaborative team player** with strong interpersonal skills and a commitment to working across different levels of leadership.
- **Highly organised and resilient**, capable of managing multiple responsibilities and deadlines in a fast-paced environment.

Person Specification for the Trust Outcomes and Improvement Lead: Data and Improving Outcomes:

Criteria	Essential/Desirable	Assessment Method
1. Qualifications and Experience		
Qualified Teacher Status (QTS)	Essential	Application Form
Degree-level qualification	Essential	Application Form
Experience in senior or middle leadership role (e.g., Head of Department, Assistant Head)	Essential	Application Form, Interview
Proven track record of raising standards of student achievement in line with national outcomes	Essential	Supporting Letter, Interview
Experience in leading data-driven school improvement strategies	Essential	Supporting Letter, Interview
Extensive knowledge of national performance measures (e.g., Progress 8, Attainment 8, GCSEs) and assessment frameworks	Essential	Supporting Letter, Interview
Experience in using data systems (e.g., SIMS, Sisra) for student progress tracking and reporting	Essential	Supporting Letter, Interview
Postgraduate qualification in educational leadership (e.g., NPQSL, NPQH)	Desirable	Application Form
Further training in data analysis and use in education	Desirable	Application Form, Supporting Letter
2. Leadership and Management		
Proven ability to lead and manage whole-school initiatives that improve student outcomes	Essential	Supporting Letter, Interview, Selection Process Activities
Experience in leading curriculum development to drive student achievement	Essential	Supporting Letter, Interview
Strong ability to motivate and manage staff to achieve school improvement targets	Essential	Selection Process Activities, Interview
Experience of implementing staff performance management processes, including using data to monitor teacher effectiveness	Essential	Interview
Experience working in schools with a wide range of socioeconomic backgrounds	Desirable	Supporting Letter, Interview
Experience of successfully leading Ofsted inspections or contributing to successful outcomes	Desirable	Supporting Letter, Interview

Criteria	Essential/Desirable	Assessment Method
Experience of leading whole-school professional development focused on the use of data to improve outcomes	Desirable	Supporting Letter, Interview
3. Data and Assessment Skills		
Proven ability to interpret complex data sets to inform strategic decision-making	Essential	Supporting Letter, Interview, Selection Process Activities
Experience of using data to identify underachievement and leading effective intervention strategies	Essential	Supporting Letter, Interview
Experience with advanced data analysis software or tools (e.g., Excel, Power BI)	Desirable	Supporting Letter, Interview
Ability to lead innovative data-driven projects or initiatives within an educational context	Desirable	Supporting Letter, Interview
4. Teaching and Learning		
In-depth understanding of effective teaching strategies that improve outcomes for all students	Essential	Interview
Proven ability to oversee assessment and tracking systems across the school to monitor progress	Essential	Supporting Letter, Interview
Experience of supporting diverse learners, including SEND and disadvantaged pupils, through targeted data-driven strategies	Essential	Interview, Selection Process Activities
5. Communication and Interpersonal Skills		
Ability to communicate complex data clearly to a range of stakeholders, including governors, staff, parents, and external agencies	Essential	Supporting Letter, Interview
Proven ability to build strong relationships with staff, students, parents, and external partners	Essential	Interview
Confident presentation skills with the ability to deliver training and reports to SLT and external bodies (e.g., Ofsted)	Essential	Selection Process Activities, Interview
6. Commitment to School Vision and Values		
Commitment to promoting a culture of high expectations and achievement for all students	Essential	Supporting Letter, Interview
Commitment to safeguarding and promoting the welfare of children and young people	Essential	Interview
7. Additional Personal Attributes		
Proactive and innovative in identifying new approaches to improve outcomes	Desirable	Selection Process Activities, Interview
Resilience and the ability to manage multiple demands under pressure	Desirable	Interview

This table format provides a clear breakdown of essential and desirable qualities, along with the corresponding assessment methods for each criterion.