



L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive



Candidate Information Pack

Quality of Education Lead Practitioner

L.E.A.D. Academy Trust





About the Trust

L.E.A.D. Academy Trust was established by Diana Owen, CBE in 2011 using her considerable experience as an executive headteacher, National Leader of Education, Primary Strategy Consultant Leader, coach and mentor.

The Trust is a multi-academy trust comprising 24 primary and 3 secondary academies across the East Midlands and South Yorkshire. All academies strive to achieve the highest standards of behaviour and conduct while providing outstanding teaching and learning.

As well as our core offer to L.E.A.D. academies, we also operate highly successful areas of support to external trusts, schools and organisations in two key areas: IT through L.E.A.D. IT Services in Derby and professional academic development through L.E.A.D. Teaching School Hub in Lincoln.

"We are determined to bring about change and improvement to educational standards in the region by appointing visionary leaders who believe in the Trust's vision and values and are committed to making a tangible difference to the lives of children and young people."

Diana Owen, CBE Trustee and Chief Executive of L.E.A.D. Academy Trust.



24

Primary
Academies



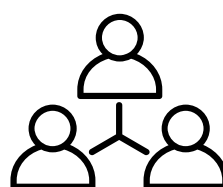
03

Secondary
Academies



05

Geographical
Regions



11,500

Pupils



1,650

Staff





Our mission

Our mission is to be a pioneering, confident, high-performing Trust with national and international influence. In working towards our vision, the Trust's mission through outstanding leadership is to provide the highest quality education to enable every pupil to realise their full potential.

Our values

The acronym L.E.A.D. embodies the four key principles at the heart of the Trust: strong leadership at every level; empowering everyone to aim high; providing the opportunity for all to achieve and constantly driving for improvement.



Lead

Develop leadership skills in all staff and pupils.



Empower

Nurture and challenge everyone to take responsibility and work together.



Achieve

Encourage and reward achievement.



Drive

Constantly moving forwards, using and instigating the best ideas and practice.

For more information visit our website



Benefits of being part of the Trust



Annual leave

Teachers enjoy up to 13 weeks annual leave during school holidays. This is in addition to any bank holidays or statutory holidays.

Support staff benefit from an enhanced holiday allowance, starting at 26 days up to a maximum of 36 days, pro-rata for term time only staff. The allowance is dependent on the role and amount of service increasing after 5 and 10 years service.



Competitive salary

All Trust roles (except apprentices) offer a minimum hourly rate above National Living Wage, with salary progression.



Pension scheme

Teacher's Pension Scheme or LGPS, with generous minimum employer contribution of 17.4% plus life cover.



Online GP service

24/7 access to online GP consultations, providing advice, diagnosis, referrals, and ongoing support for all staff.



Flu vaccinations

Free seasonal flu vaccinations for employees who are not otherwise eligible, ensuring health and wellbeing.



CPD

Individual development plus high quality professional development through the L.E.A.D. Teaching School Hub for teachers.



Employee Assistance Programme

Free 24/7 support for employees, offering counselling and resources for emotional, financial, and legal issues.



Free eye test

Free eye test every two years for regular computer users, reimbursed through expenses to promote wellbeing.



Occupational Health

FREE services available to support employee well-being and promote a healthy work environment.



Physiotherapy services

Access to free physiotherapy to aid recovery, support physical health, and promote overall employee wellbeing.



Access to discounts

Exclusive discounts and cashback on travel shopping, insurance and utilities through the Blue Light Card, Discounts for Teachers and Teacher Perks.



Travel expenses

Business travel expenses reimbursed at the HMRC maximum mileage rate to support staff travel needs.



Quality of Education Lead Practitioner

Location:	Derby or Sheffield
Salary:	LP11 – LP15
Closing date:	6th May 2025
Interview date:	15th May (Sheffield) & 16th May (Derby)
Start date:	September 2025

Role Purpose:

Work closely with Secondary Director of Schools, Secondary Headteachers and other senior leaders to ensure there is a coherent approach in raising standards of attainment and progress across all curriculum areas within the Trust's secondary academies.

Duties and Responsibilities:

Curriculum:

- Stay abreast of sector developments and current research relating to the curriculum, cognitive science, pedagogy and assessment.
- Develop and support academy subject leads so that they gain a strong understanding of the process of curriculum construction, implementation, review and evaluation.
- Contribute to the design and embedding of aligned subject curriculums across trust secondary schools to help pupils achieve strong outcomes.
- Hold academy subject leads and subject communities accountable for the quality of curriculum planning and development, helping to ensure that each subject curriculum is strong in scope, coherence, rigour and sequencing.
- Collaborate with other trust staff, senior leaders within each academy and subject networks to ensure that trust curriculums are implemented with fidelity.
- Ensure curriculums are regularly reviewed and renewed to bring about improvements to curriculum quality and respond to emerging subject specific research, and local and national priorities.
- Support and facilitate the ongoing work of the academies' curriculum development teams.

Job Description



Teaching and Learning:

- When teaching lessons, act as a model of highly effective teaching practice that contributes to the improvement of others and strong pupil learning.
- Help teachers to create a supportive classroom learning environment which maximises pupils' opportunities to learn and one that instils a climate of high expectations.
- Guide and support teachers to make intelligent decisions about how to ensure pupils learn what they intend them to learn.
- Support teachers to think carefully about how children learn, as well as the behaviours and the activity of teaching so that teachers continue to develop as reflective and continuously improving practitioners.
- Work closely with teachers to help them make complex judgements about which pedagogical technique to use when so that pupils successfully acquire new knowledge and learn well.
- Support staff with their pedagogical practice through the co-observation and/or reciprocal observation of colleagues which allows teachers to investigate and reflect on aspects of their own teaching and successfully implement in their own practice.
- Provide teachers with a range of opportunities to see highly effective pedagogical practice in action. For example, deconstructing videos of effective lessons or watching lessons in another school.
- Provide regular opportunities for teachers to carry out deliberate practice in order to drive forward ongoing improvements in their teaching. For example, daily practice clinics.
- Contribute to the ongoing development and implementation of an instructional coaching programme that is individualised, intensive, sustained, context specific and focused.
- Provide instructional coaching and mentoring support to a specific group of teachers in dimensions of teaching behaviours such as structuring, explaining, questioning, interacting and embedding.
- Provide high-quality training to expert instructional coaches so that they can provide effective intervention in areas for development in teaching practice for identified staff, with a view to bringing about notable and sustained improvement in the teacher's practice.
- In collaboration with trust colleagues and senior leaders in each academy, design and implement individual, departmental, discipline specific and whole school focused professional development programmes to develop teachers' subject knowledge and pedagogical expertise.
- Carry out lesson visits and observations to provide timely, meaningful feedback that identifies pedagogical strengths and supports ongoing teacher development and improvement.
- Monitor and evaluate the impact of the strategies used to bring about improvements in teachers' expertise and pedagogical practice on pupil outcomes.
- Build an external network that can help and support our academies pedagogical practice and subject specific teaching.

Job Description



Professional Development:

- Ensure that the leadership of curriculum and teaching and learning (including the associated responsibilities of middle leadership) is effective across the secondary academies.
- Lead on and facilitate the construction of the academies' professional development cycles.
- Conduct effective performance management for an identified group of staff and ensure that appropriate programmes are designed to meet such needs.

Other Trust Specific Responsibilities:

- Work as a member of the Secondary Academies and Trust Senior Leadership Teams.
- Work with the Headteachers, Senior Leadership Teams and other L.E.A.D. Academy Trust professionals to maximise opportunities for collaboration and innovation.
- Seek to continually to ensure value for money and performance improvement in the academies provision.
- Keep the work of the academy constantly under review against key performance indicators as agreed by the Director of Schools and Secondary Headteachers.
- Analyse and interpret relevant data, research and inspection evidence to inform provision and seek improvement where necessary.
- Ensure all information required by the governing boards, senior staff, Director of Schools, Headteachers and L.E.A.D. Academy Trust Board, to evaluate the academy's provision is produced accurately, timely and efficiently.
- Ensure that all communications with service users demonstrate the values of the L.E.A.D. Academy Trust and the academies.
- Attend all functions and meetings necessary to support the delivery of the role, ensuring the values of the academies and the L.E.A.D. Academy Trust.
- Abide by and implement all policies and procedures of the Academies, including being aware of and responsible corporately and as an individual for Health and Safety policies and procedures.
- Contribute to the overall ethos, work and aims of the Academies and the Academy Trust.
- Perform any other reasonable duties as requested by the Head Teachers and Line Manager.

Resource Management:

- Responsible for the safe use and safe keeping of Academy and Trust resources.

Job Description



Influencing and Managing Relationships:

- Secondary Academy Headteachers and senior leadership teams.
- Trust Senior Leaders.
- Teaching and Learning and Curriculum leads in the assigned academy.
- L.E.A.D. Teaching School Hub.
- Any external partners and consultants the Academies and/or Trust employ.
- External knowledge network.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

At L.E.A.D. we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Qualifications and Attainments	Essential criteria	Desirable criteria
	• Good honours degree • Qualified Teacher Status	• Evidence of relevant continuing professional development e.g. NPQH, Masters Degree in Expert Teaching, relevant NPQ

Skills and Knowledge	Essential criteria	Desirable criteria
	• A clear working knowledge of how to lead curriculum development and manage innovation and change • Excellent interpersonal skills and effective communication at all levels • A strategic thinker with the ability to generate a vision and influence others • The ability to prioritise and manage time effectively • The ability to make decisions and act upon them • A clear working knowledge and understanding of the current OFSTED framework • An understanding of the principals of effective management, delegation and organisation • The ability to devise and implement strategies for raising achievement and for intervention strategies • A clear understanding of different models of teaching and learning • An outstanding effective classroom practitioner • Knowledge of how children learn, develop and progress through the stages • A clear understanding of assessment procedures • An ability to recognise and encourage outstanding practice	

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Experience	Essential criteria	Desirable criteria
	• Experience of working in more than one key stage • Successful experience of coaching or mentoring trainees/early career teachers (ECTs), peers and colleagues • Experience of making effective use of school to school support • Experience of working across a school setting and having a whole school impact • Experience of delivering INSET/designing CPD • The ability to develop, empower and sustain teams and individuals • The ability to give and receive effective feedback and act to improve personal performance • An understanding of the principles of effective management, delegation and organisation • Experience of impactful performance management • Able to demonstrate experience of using a range of data to support, monitor and improve outcomes and standards • The ability to acknowledge excellence and challenge performance that is not yet good • Experience of successful collaborative working with other organisations and agencies	• Experience of effective school evaluation • The ability to work effectively with parents and carers to support their children's learning

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Personal Attributes	Essential criteria	Desirable criteria
	• Ability to work under pressure with resilience and integrity • High expectations and aspirations for all • The ability to listen to, reflect and act on community feedback • Remains calm and composed • Approachable, enthusiastic and leads by example • Demonstrates motivation and drive • Committed to own personal development and to participating fully in training and development opportunities identified by the Academies	

Additional Requirements	Essential criteria	Desirable criteria
	• Will be required to travel between the 3 Secondary Academies and may be required, from time to time, to travel to other Trust locations. • Must hold a driving and have access to own vehicle • This role is subject to an enhanced DBS	



How to apply

Closing date: 6th May 2025
Interview date: 15th May (Sheffield) & 16th May (Derby)
Contact email: HR@leadacademytrust.co.uk

Please send a completed application form and covering letter explaining your interest in the role and how you meet the person specification to the email above.

For further information regarding the role please contact, Alyson Middlemass, Director of Schools on Alyson.Middlemass@leadacademytrust.co.uk

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.



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