

# Quality of Education Lead

## Recruitment Information for Candidates



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Dear Applicant

Thank you for expressing an interest in joining The Basildon Academies.

Student welfare, academic progress and achievement is at the heart of everything we do at our Academy.

Our Academy vision is to drive:

- Social Mobility - equality of opportunity for our young people to succeed
- Moral Purpose - resilient positive decision makers
- Cultural Capital - equity of opportunity and life experiences
- Spiritual Awareness - reflective citizens and active curious learners

The Academy offers students the unique opportunity to begin their learning journey at our Key Stage 3 Lower Academy, and complete it at our Key Stage 4 & 5 Upper Academy.

Our Key Stage specialist sites enable us to offer our students age appropriate curriculum choices, support, challenge and enrichment.

We recognise the power and impact that quality enrichment can have on young lives and minds. Our enrichment programme is an essential and valuable part of our school day. All students engage in an enrichment of their choice each day as part of their curriculum.

The age appropriate enrichment curriculum supports a 'Passion for Learning' in Key Stage 3, a 'Passion for Purpose' in Key Stage 4 and a 'Passion for Life' in Key Stage 5. Our enrichment curriculum builds student resilience, self-esteem, sense of belonging and love of learning. It provides equity of opportunity, stretch & challenge, employability skills and broad experiences supporting our student cultural capital and social mobility.

Our two academy model offers our Year 7 intake a guaranteed future place in our growing and thriving Sixth Form.

The Basildon Academies Sixth Form offers personalised curriculum pathways, tailored to individual needs and aspirations. Strong support networks alongside quality teaching ensure academic success and preparation for university or the workplace.

Yours sincerely



Mr G. Smith  
Chief Executive Officer



The Basildon Academies are two state of the art Academies based in Essex, just 35 minutes from London and approximately 1 mile apart. We are unique in the way the academies are set up with The Lower Academy specialising in the teaching of our students aged 11-14 whilst the Upper Academy specialises in our 14-19 year old students.

**The Lower Academy** is focussed upon developing the whole child; our curriculum has been developed to enable our students to develop their knowledge, understanding and skills so that they will become lifelong learners. This includes opportunities for linguistic, mathematical, scientific, technical, human, social, physical and artistic learning so that students make progress in a wide range of subjects. The Lower Academy offers a supportive and nurturing environment to allow our students to find their adult feet as they become fully prepared for their transition to the Upper Academy.



**The Upper Academy** is focussed upon creating the best environment and conditions for all students to fully achieve their true potential, make at least expected progress and attain the very best grades they can in their final exams. The range of courses on offer allows students to become specialised in their favourite target areas and at the same time retain the very strong focus upon gaining good qualifications in maths, English and science at GCSE level.



Our strong Sixth Form is a major part of the Upper Academy with the structure modelling itself on developing independent learning skills like those seen in universities which allows students to continue their studies in their specialist subject areas. Students are very much encouraged to become mature adults being engaged in many aspects of the life of the academy which further develops those much needed skills to go on into university or the world of work.

**Position: Quality of Education Lead**

**Academy Qualified Teachers Scale plus £5,000 Academy Responsibility Allowance)**

**Generic details:**

The Quality of Education Leader is responsible for supporting the Senior Leadership team on a day-to-day basis in relation to supporting assessment, out of hours learning and intervention strategies which support student progress.

This includes formulating and putting into effect the key policies and practices which ensure that the Academy's strategic aims are achieved, alongside effectively supporting government strategies, such as but not exclusive to; School Led Tutoring Grant, 16-19 Tuition Fund and Covid Recovery Premiums.

**The role involves:**

- accountability for the progress and attainment of students on intervention pathways
- directly leading, coordinating, managing and performance managing staff and resources within assessment point processes
- role modelling professional standards, team ethos and higherlevel communications, leadership and management skills, including maintaining a quality of teaching, learning and assessment which is typically 'good.'
- effectively use data to monitor, track and evaluate subject and intervention performance, implement appropriate interventions and timely curriculum and or personnel changes.
- leading, developing and implementing appropriate curriculum and assessment strategies which meets the needs of learners and enables students to progress and achieve.
- liaising with other leaders to ensure consistency of practice and the dissemination of best practice.
- liaising with outside agencies and providers, as well as senior leaders, to contribute to the development of Academy strategies, practices, reporting systems and monitoring processes.
- Promoting and ensuring the promotion of Equal Opportunities and Child Protection as a fundamental aspect of all roles and practices in the academies.
- any other appropriate and reasonable responsibilities in keeping with the level of the post and the requirements of the organisation.
- To lead a cohort of students. This involves giving a clear vision and direction to work, identifying key areas for improvement including behaviour, uniform and attendance. Liaising with parents as appropriate.
- To manage both the people and resources associated with each year group.
- To monitor the quality of learning experienced by the year group, liaising with heads of departments and offering support and guidance where necessary.

- To promote the ethos of the school through leading high-quality assemblies and student briefings.
- To monitor the academic progress of the year group in order to secure and sustain effective learning, with particular reference to the TAG group/s.
- To use assessment data such as Key Stage data points to inform an analysis of individual student progress and collective progress across each tutor group and the year group as a whole.
- To have an overview of the range of barriers to learning that impacting on student progress, with reference to behaviour for learning, in and out of the classroom.
- To monitor the effectiveness of these interventions and report to SLT termly on the progress being made by students in the year group
- To liaise with key staff, including the SENCO, regarding all groups of students' achievement in the year group.
- To report to the line manager on the progress of the year group and individuals.
- To monitor out of hours learning platforms

**Specific details:**

This post is line managed by a member of the Senior Leadership Team responsible for the Quality of Education. This post may at times line manage other leaders. This post holder will also be a NACE Champion. All specific responsibilities of the post will be negotiated on appointment in line with the candidate's strengths and the priorities of the Academies.

**Responsibilities:**

Assessment Point Leadership	Leading all staff effectively direct, lead and develop assessment points. This directly results in students making progress, achieving and attaining over time in line with national benchmarks. Successfully implements the performance management cycle and structure to acknowledge staff success and hold those with poor performance to account. QA for consistency of standards across subject areas.
Interventions	Create, led, track, monitor and evaluate intervention programmes, both internal and external (e.g. via tuition partners), regularly providing updated data for Senior Leaders and other organisations where required.
Curriculum Leadership	Coordinating a broad and balanced curriculum and ensuring it is resourced and implemented effectively. Ensures that all learning plans and schemes of work are ready and fit for purpose for the beginning of each academic year and that regular assessment opportunities are planned in and appropriate.
Attainment and Progress	Ensuring all students make appropriate attainment and progress, and that all staff are clear as to how their use of assessment data and teaching practice impacts on student outcomes. Run interventions programmes to ensure that gaps identified, particularly for vulnerable cohorts, are closed in a timely fashion. Accelerated learning and stretch programmes are planned and promoted for the most able.
Modelling effective teaching and learning practice and leadership	Role modelling effective strategic teaching and learning practice which has direct impact on the classroom experience of students. Through regular monitoring (e.g. drop ins, informal conversations, class data etc) knows the development and

	training needs of all staff and supports the Senior Team in developing teachers, particularly in approaches to assessment.
Home School Communications and liaison with outside agencies	Responds appropriately to all parent queries and concerns and responds within a timely and appropriate manner. Liaises with outside agencies to further develop and improve the learning experience of students.
Reporting	To produce AP and exam reports that analyse results and sets the strategic direction for the following cycle. To complete reports for a variety of audiences including Senior Leaders and the Governing Body. Parental reporting and parents evening/progress event organisation is a key part of this responsibility and opportunities for engaging with parents should be created as often as possible.
Staffing and Cover	Tracks staff absence, hold return to work meetings.
Line Management	Act as a Line Manager that role models and exercises leadership appropriate to achieving academy targets. To support the Academy as a whole with regards to recruitment, appointments and the induction of Academy staff as appropriate.

The faculty expectations in all of these areas are clearly set out in both Faculty and Departmental policies. Delegated responsibilities, as per the Job Description staff who are line/performance managed.

## Application Procedure

- i. Read carefully all the information about this post
- ii. If you have any questions, please telephone or email our Recruitment Coordinator, Dani Silk on 01268498683 or email [recruitment@basildonacademies.org.uk](mailto:recruitment@basildonacademies.org.uk)
- iii. Complete the application form as fully as possible. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet. Please note that your application form will be photocopied for the Selection Panel, therefore clarity is essential. It is important that you do not leave any gaps in your career history – any gaps in employment should be fully explained please.
- iv. Send your completed application form by email (if downloaded from our website) or through the post to:

[recruitment@basildonacademies.org.uk](mailto:recruitment@basildonacademies.org.uk)

Mrs Dani Silk  
Recruitment Coordinator  
The Basildon Academies  
Wickford Avenue  
Pitsea, Basildon  
Essex, SS13 3HL

## Appointment Process

- i. Suitable applications will be shortlisted for interview (as quickly as possible)
- ii. If you are successful, you will receive either a phone call and/or email inviting you to attend for interview. It is therefore important 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.

The Basildon Academies are committed to supporting colleagues with disabilities. If you have a disability, please give details of adjustments you require for the selection process or to do the job itself.

## Pre-employment Checks

The Basildon Academies 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 Headteacher. It is our usual policy to take up references BEFORE interviews where possible. Employment is conditional on these references 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.

### **Equal Opportunities**

The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion, will not be tolerated.

### **Recruitment monitoring information**

The Basildon Academies are committed to ensuring that applicants are selected for appointment on the basis of their ability relevant to the job. Completion of the Recruitment monitoring information form is not compulsory but will help us to ensure that our policy and procedures are effective in avoiding discrimination and promoting equal opportunities in recruitment. The information you provide will be used for monitoring and statistical data purposes only and will not be seen by the short listing panel.

The Basildon Academies are committed to safeguarding and promoting the welfare of children and expect their staff to share this commitment.



