



Northern Ambition Academies Trust
Ambition • Bravery • Respect

Recruitment Pack

Data Manager



Welcome to Northern Ambition Academies Trust

It is often said that each child gets one chance at education, and here at Northern Ambition Academies Trust (NAAT), we ensure that our pupils are given every possible opportunity to reach their potential, unlock their creativity and succeed in life.

We are proud to be a values-driven organisation with an unwavering commitment to our children and young people, our families, our staff and the community. We place our pupils and staff at the heart of everything we do.

Our family of schools, our leaders, academy councils and trustees are committed to our core values of Ambition, Bravery and Respect. We are hugely ambitious for every pupil within the Trust and are committed to continuous school improvement.

We aim to facilitate the very best experiences and achievements for our pupils through high-quality, wide-ranging curricular and extracurricular experiences underpinned by rigorous and systematic support and challenge of all our schools.



We hope to build on our success to further grow our family of schools as well as to develop the opportunities on offer for our pupils and our staff. For further information, please visit our website or get in touch.

Liz Fairhurst
CEO

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Vision & Values

Our Vision

*At Northern Ambition Academies Trust,
our vision is to create a world in which all young
people can flourish, dream and succeed.*



Our Values

Our mission is for every child to leave our schools equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults. To do this, we keep the following values at the heart of everything we do:



Ambition

- We aim high and don't put limits on ourselves or other people.
- We are relentless in assessing our performance and seeking to continuously improve.
- We make the most of the opportunities offered to us to help us achieve our goals.



Bravery

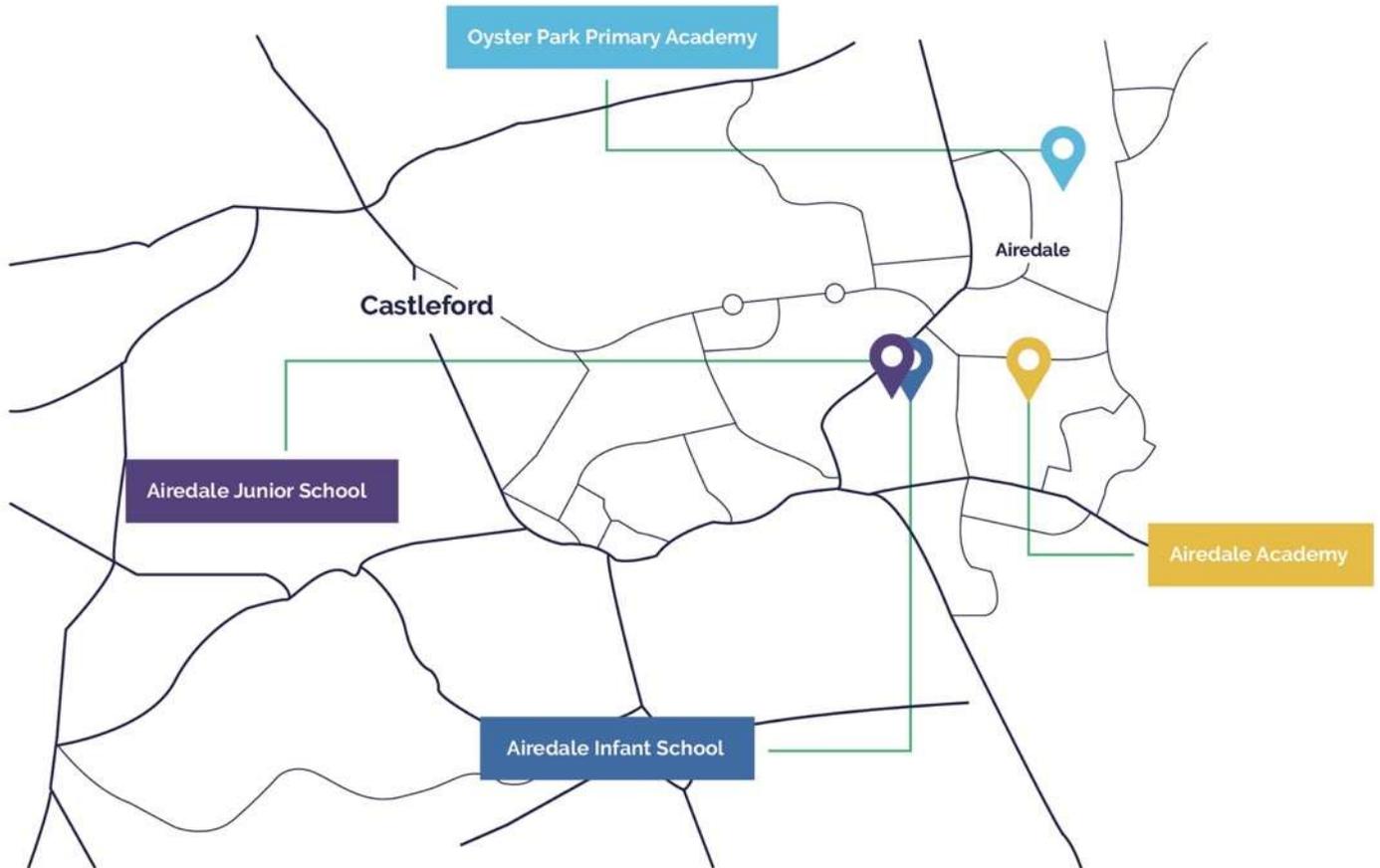
- We try new things and see mistakes as opportunities to learn.
- We don't shy away from tough decisions or difficult situations.
- We don't give up if things are hard.



Respect

- We think about the impact of our actions on others in the choices we make.
- We value what makes us different and believe everyone has something to contribute.
- We encourage honest, open debate and listen to constructive feedback about how to make things better.

Our Academies





Ages 11-18
Principal: Miss L Proctor



Ages 3-7 years
Headteacher: Miss K Robinson



Ages 7-11 years
Headteacher: Miss K Robinson



Ages 3-11 years
Headteacher: Mrs J Chapman-Kemp



Purpose Of The Post

- The day-to-day management of the Academy's information assets, ensuring all data is current, accurate and available to staff.
- To support the school's leadership team in the management and effective operation of the academy's assessment, reporting, recording and tracking processes.
- To drive a data culture forward within the school.
- To become an expert user of the Academy's information systems, providing support and guidance for other staff on effective use of these systems.
- To interrogate data and provide insight for staff that identifies areas for further exploration in support of school improvement.

Responsible For

- Developing and maintaining complex information systems required for accurate assessment of performance and progress at an individual student, faculty and whole school level.
- Providing assessment data for staff, students and parents/carers.
- Overseeing examination entries in collaboration with the Vice Principal and Exams Officer
- Completion and submission of statutory returns, including the School Census

Liaising with

Principal, Senior Leadership Team, Heads of Faculties, Exams Officer, Teachers, non-teaching members of staff, parents, carers, students, other Trust staff and external agencies.

Requirements of the Post

The ability to attend meetings as required by the Principal/line manager.

Employees are encouraged to participate in training activities in order to enhance their own personal development.

All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

These employment checks are required:

- Evidence of entitlement to work in the U.K.
- Evidence of essential qualifications - see page 1 of this job specification
- Two satisfactory references
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

- Evidence of a satisfactory safeguarding check e.g. An Enhanced DBS

Main (Core) Duties

Data Management, Recording and Analysis

- Take ownership of the school's information assets, ensuring that data within the information systems is clean, accurate and up-to-date.
- Become the school's expert MIS user, developing effective procedures and processes that make best use of the software in support of the school's objectives.
- Research, design and set up systems for the tracking the progress, attendance, effort and behaviour of students at each Key Stage, using the academy MIS and other systems available.
- Undertake data analysis, identifying themes and producing in-depth, accurate, relevant, user-friendly reports in line with school and statutory requirements.
- Identify opportunities to improve data systems and processes, including making best use of existing software within the organisation.
- Design and develop reports and dashboards that provide data to specialists and non-specialists in a user-friendly way.
- Maintain up to date knowledge of national developments and requirements in relation to school data and ensure that relevant matters are brought to the attention of Senior Leaders.
- Manage the production of reports for students in accordance with the Academy reporting cycle, ensuring that deadlines are met efficiently, and data is produced in accordance with the school policy.
- Work with those staff responsible for providing source data to ensure that the information entered is accurate, complete and timely in order to produce meaningful and accurate reports.
- Engage with Lead Teachers, Heads of Faculty and Senior Leaders to identify and fulfil their information needs.
- Download and process GCSE and A-Level (equivalents) data on results day to analyse school performance overall and at individual faculty/subject/pupil level.
- Support leaders across the school in understanding data and the information it provides about their area of responsibility.
- Act as a champion for data security and the appropriate use of data, supporting the Business Manager in meeting the school's statutory obligations.

School Census and other statutory/non-statutory returns

- Complete and submit the termly school census, taking responsibility for resolving any errors and seeking information from others as required.
- Complete and submit any other statutory, government or Trust statistical returns as required.
- Maintain student data from previous schools and UPNs/ULNs required for matching student records and performance scores for the Census.
- Liaise with the Exams Officer and Head of Sixth Form to ensure that correct course details/programmes of study for Post 16 students are entered into the academy MIS so the census is accurate and 6th Form funding is correctly allocated.
- Check published data affecting school funding is accurate and ties back to MIS data, investigating and resolving any discrepancies in discussion with the Business Manager.

Main (Core) Duties

Attendance, Admissions, Timetabling and Exams

ATTENDANCE

- Set up and edit each new academic year in the school MIS.
- Set up exceptional attendance codes for school closures (either planned or not).

IN YEAR ADMISSION

- Manage the arrangements for in-year admissions, ensuring that new students are added to the MIS systems and allocated to timetabled groups.
- Work with the Exams Officer to ensure that new students are allocated to the correct qualifications on the MIS.
- Arrange testing for new in-year admissions in line with the Academy's admission arrangements.

YEAR 7 ADMISSIONS & CAT TESTS

- Support the Assistant Principal with data issues related to admissions into Year 7.
- Collate data from enrolment forms, identifying duplicates/errors and supporting with data entry as required.
- Cross check late applications with previous applications and other schools in the Trust.
- Check incoming Year 7 data is complete and accurate, taking action to confirm the correct information or raise issues with senior staff if the matter cannot be resolved.
- Oversee the delivery of Year 7 CAT tests and the collation of results, undertaking analysis of the information provided to identify any emerging themes and disseminating this in a user-friendly format.

SUPPORTING EXAMINATIONS

- Act as substitute for the Exams Officer where required, including preparing for and overseeing examinations under external examination conditions after appropriate training.
- Set up mark sheets in the academy MIS for completion by the Exams Officer.
- Liaise with the Exams Officer regarding examination entries, ensuring that data is consistent between the MIS and exam board records.
- With the Exams Officer, check the results issued by the exam boards and identify any anomalies, reporting these to the relevant senior staff.
- Work with the Exams Officer to prepare examination results for distribution to students.
- Comply with JQC and awarding body regulations, guidance, and instructions in relation to the management of examination data.
- Register or enter candidates for a examinations or assessment in the absence of the Exams Officer in accordance with the awarding bodies' published procedures and published deadlines for that qualification.

TIMETABLING AND COVER

- Support the Vice Principal with responsibility for timetabling with the design, entry and checking of the academy timetable.
- Make changes to the timetable in the MIS as directed by the Vice Principal.
- Support with the cover process, including allocating cover to timetabled classes within the MIS and producing reports to check no classes are left without cover.

Main (Core) Duties

CULTURE, COMMUNICATION & PLANNING

- Attend meetings of the Leadership Team and other meetings as required.
- Deliver presentations/training on data processes and use of the school MIS to audiences within the academy.
- Organise and plan the processing of assessment data in line with the school calendar to ensure the timely flow of relevant information.
- Develop constructive relationships and communicate effectively with users at all levels of the organisation, as well as with external agencies/professionals.
- Work with school leaders in setting clear and workable deadlines for data collection and analysis.
- Develop standard operating procedures and best practices with regard to ongoing maintenance and using of the school MIS, including providing written protocols, training and guidance to relevant stakeholders.

Additional Duties

- Seek opportunities to develop knowledge and understanding of the school's MIS software, including taking advantage of training offered by the supplier.
- Seek opportunities to enhance and develop the school's use of data and data systems.
- Make recommendations about how processes and procedures relating to assessment, data management and analysis can be improved.
- Develop and maintain up-to-date knowledge of data security issues and how these affect how the school uses data.

Other Specific Duties

- To participate in training and continued personal development.
- To engage actively in the performance review process.
- To conform to health and safety legal requirements as laid down by the school.
- To comply with all school policies and follow procedures regarding safeguarding.

While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but, in consultation with you, may be changed by the Principal/the Trust to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

Data Manager

Essential Criteria

Qualifications & Experience

- GCSE grades 5-9 (or equivalent) including English and Maths.
- Business Administration NVQ3 *or* equivalent qualification (e.g. A-Levels) *or* able to demonstrate equivalent skills
- Experience of gathering and inputting statistical data into digital systems.
- Experience of producing data for reporting and assessment.
- Experience of working under pressure to meet tight deadlines.
- Evidence of employment in a position of responsibility.
- Excellent knowledge of and ability to use a range of ICT packages, including Microsoft Excel at an advanced level.

Skills, Knowledge & Attributes

- Accurate and efficient data entry skills.
- Excellent administrative and organisational skills.
- Attention to detail.
- Strong interpersonal skills.
- A good understanding of the educational qualifications system and how qualifications are assessed.
- Understanding of data security and how this relates to the data schools process
- Strong verbal and written communication skills.

Other Competencies & Personal Qualities

- Able to demonstrate the academy's values in their own working life.
- Able to work independently and to use own initiative.
- Calm under pressure.
- Relentless in the pursuit of complete and accurate of data.
- A team player, willing to support colleagues in meeting the school's objectives.
- Able to operate effectively in a busy, fast-paced environment.
- Approachable and adaptable.
- Able to maintain confidentiality.
- Able to prioritise and manage competing issues to meet deadlines.
- Resilient with a willingness to persist and persevere even when faced with challenges.
- Able to identify and analyse problems, and devise solutions.
- Intellectually curious; interested in development and improvement.
- Quick thinker, flexible and willing to adapt.
- Honest & reliable.
- Sense of humour.

Desirable Criteria

- Experience of working in an educational setting.
- Exceptional knowledge of educational MIS data systems.
- Experience of using data visualisation tools such as Power BI.
- Previous experience of using Bromcom.
- Knowledge of statutory data reporting requirements such as School Census.

Development Opportunities

At Northern Ambition Academies Trust, we live our values - including that of ambition. We are committed to offering high-quality professional development that helps individuals reach their career goals. This applies to everyone in the Trust, no matter what their role.

We believe in providing the best opportunities for our pupils, meaning that we do the same for our staff. Demonstrating our value of bravery, we encourage staff to move out of their comfort zone, help them to continuously develop and improve their practice, and support them to take on new challenges and excel in what they do.

All staff have access to a wide variety of general and role-specific training opportunities (delivered in-house, through a suite of e-learning courses or by external providers). Teachers can access regular CPD across a range of teaching and learning topics, and we support teachers and headteachers to access nationally-recognised qualifications including NPQSL and NPQML. We have provided the opportunity for staff across the Trust to study for other qualifications, including Master's degrees and

doctorates that generate new ideas and evidence-based research which we can use to improve our organisation.

We also develop staff through our commitment to apprenticeships. Before advertising a role, we consider whether we can offer the post as an apprenticeship and we support access to apprenticeship opportunities for existing staff where possible as part of our commitment to CPD.

We are proud that our apprentices have undertaken qualifications including:

- **Accountancy and Taxation Professional Level 7**
- **Chartered Manager Degree Level 6**
- **School Business Professional Level 4**
- **Business Admin Level 2 & 3**
- **Supporting Teaching & Learning Level 2**

We are also keen to offer the Teaching Apprenticeship for prospective or existing staff with the passion and aptitude to train as a teacher.

Other Benefits

All staff at Northern Ambition Academies Trust benefit from:

- **The opportunity to work collaboratively within a vibrant, supportive family of schools.**
- **Use of School IP to assist with CPD and the development of all staff.**
- **Our commitment to staff wellbeing (as shown by our Wellbeing Awards for Schools and school-based Staff Wellbeing Ambassadors).**
- **Annual appraisals.**
- **The Key membership.**
- **Recognition including Random Acts of Kindness and Staff Awards.**
- **Discounted Microsoft products.**
- **Annual Flu jabs.**
- **National College membership.**

Ethical Leadership

NAAT is driven by a strong moral purpose. We are first and foremost an educational charity established to benefit children and local communities. We have therefore chosen to be part of the Ethical Leadership in Education Pathfinder Project.

As a Pathfinder, we join over 150 other schools and Trusts across the country who are testing the Framework for Ethical Leadership in Education. Through this, we hope to further improve our ethical foundation, provide appropriate training for our leaders, and lead the way as an exemplar of ethical leadership.

Framework for Ethical Leadership in Education

Selflessness

School and college leaders should act solely in the interest of children and young people.

Integrity

School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.

Objectivity

School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.

Accountability

School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness

School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

Honesty

School and college leaders should be truthful.



Leadership

School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do.

Leaders should show leadership through the following personal characteristics or virtues:

Trust: Leaders are trustworthy and reliable. We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

Wisdom: Leaders use experience, knowledge and insight. We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

Kindness: Leaders demonstrate respect,

generosity of spirit, understanding and good temper.

We give difficult messages humanely where conflict is unavoidable.

Justice: Leaders are fair and work for the good of all children.

We seek to enable all young people to lead useful, happy and fulfilling lives.

Service: Leaders are conscientious and dutiful.

We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

Courage: Leaders work courageously in the best interests of children and young people.

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

Optimism: Leaders are positive and encouraging.

Despite difficulties and pressures, we are developing excellent education to change the world for the better. be truthful.

Curriculum

Our central purpose is to ensure that all children and young people within the Northern Ambition Academies Trust achieve the highest standards. We aim to develop and deliver a coherent curriculum that is ambitious, enriched, broad and engaging.

As a Trust, we pride ourselves on our united approach to delivering a broad and effective curriculum, preparing our pupils for the next steps in their educational journey. As part of this mission, we have set up curriculum hubs for Mathematics, English and the English Baccalaureate (EBacc).

Mathematics Hub

The Mathematics Hub is one of the more established hubs within the Trust. We have worked on a shared vision and approach with our schools and developed Trust-wide Mathematics and Calculations Policies. Staff also use technical terminology consistently, exposing children to rich vocabulary on a daily basis. The impact is that all children use similar methods and strategies in their work and are increasingly confident when approaching reasoning questions.

English Hub

The aim of the English Hub is to facilitate the sharing of best practice in English teaching across the Trust. This approach has increased the consistency of English teaching and assessment across all of our schools, with a shared focus on reading, vocabulary and transitional phases between units. Staff are regularly given opportunities to visit other schools within the Trust, allowing everyone in our community to learn from each other and develop together.

EBacc Hub

The establishment of our EBacc Hub has allowed staff to bridge gaps between KS2 and KS3, giving pupils a chance to overcome barriers they may face in EBacc subjects. This collaborative work and feedback loop between our secondary and primary academies has allowed staff to ensure that children leave Year 6 equipped to perform well in the EBacc.

SEND Hub

The aim of the SEND hub is to enable staff from across all schools to discuss and reflect upon any issues regarding SEND, whether that be school-specific, locally, regionally or nationally. The hub enables our staff to share best practice, act as sounding boards and critical friends to ensure the most effective provision for pupils with SEND.

Attendance Hub

Through our Attendance Hub, we have introduced a Club 100 programme across all schools in the Trust, encouraging pupils to aim for 100% attendance rates. Across NAAT, pupils who achieve 100% attendance each half term are rewarded with a postcard, badge and reward experience. We also run competitions between classes to further motivate pupils. As with all Trust hubs, the Attendance Hubs facilitates sharing of best practice between schools with the aim of improving attendance throughout.

Who's Who?

Executive Team

CEO

Liz Fairhurst

Director of Finance and Operations

Anastasia Byard

School Improvement Team

Katie Robinson (Primary)

Joanne Richmond (Secondary)

Head of Human Resources

Nikky York

Trust Executive Assistant

Isabelle Parkinson

Members

Mike Dixon

Richard Sloan

Andy Clark

Alex Nicholson

Board of Trustees

Chair

Rob Hall

Vice Chair

Elizabeth Hayden

Alison Latham

Simon Fox

Stephen Groves

Kevin Guy

Nina Wrightson

Bruce McDowell

Recruitment Process

1

Advert posted with job description and person specification.

2

Candidates invited to look around if desired.

3

Shortlisting process.

4

Candidates invited to interview, and references requested.

Interview days may include a task or teaching example depending on the role.

5

Offer made to successful candidate(s).

6

Pre-employment checks completed.

7

Start date and induction period.



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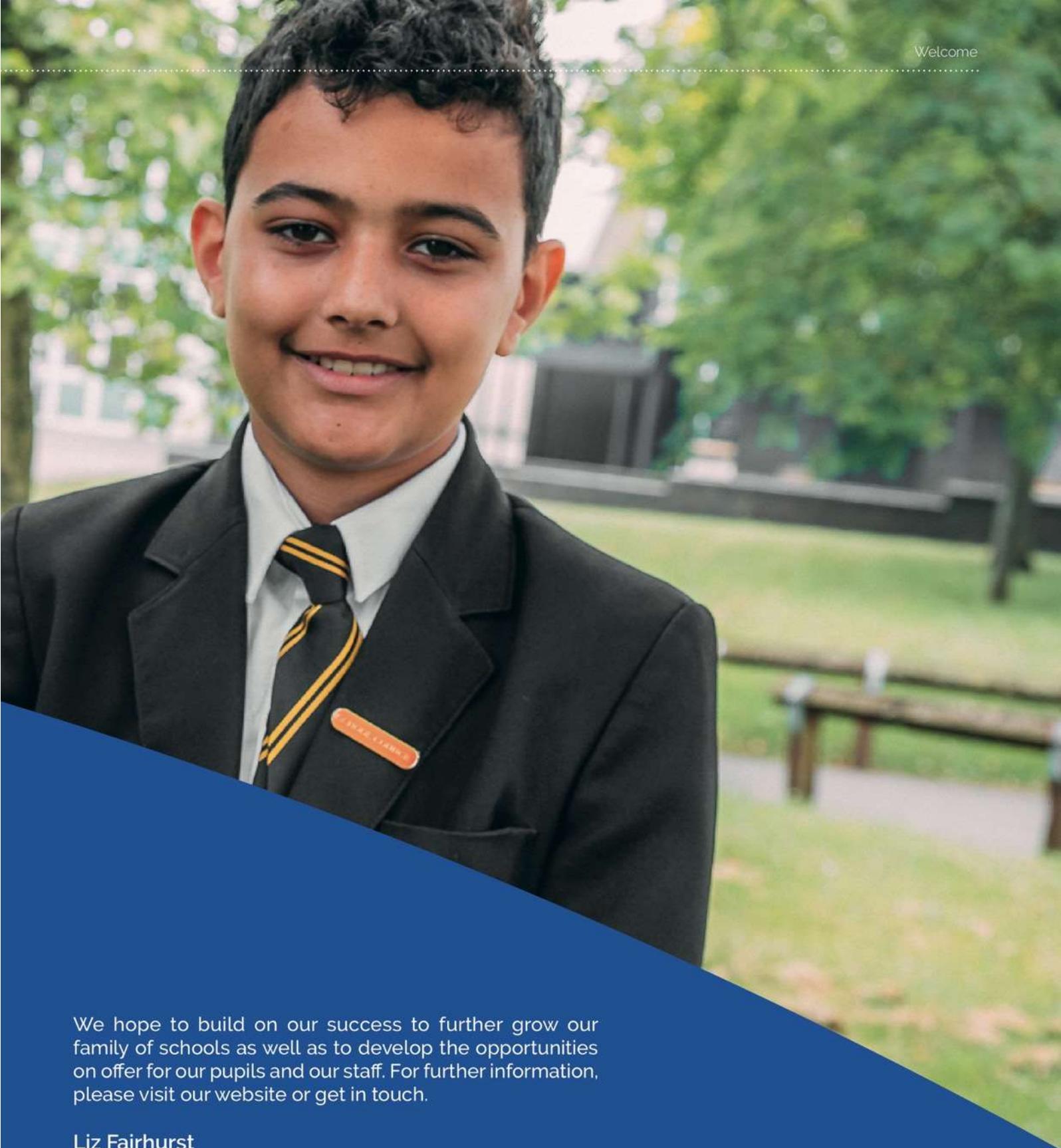
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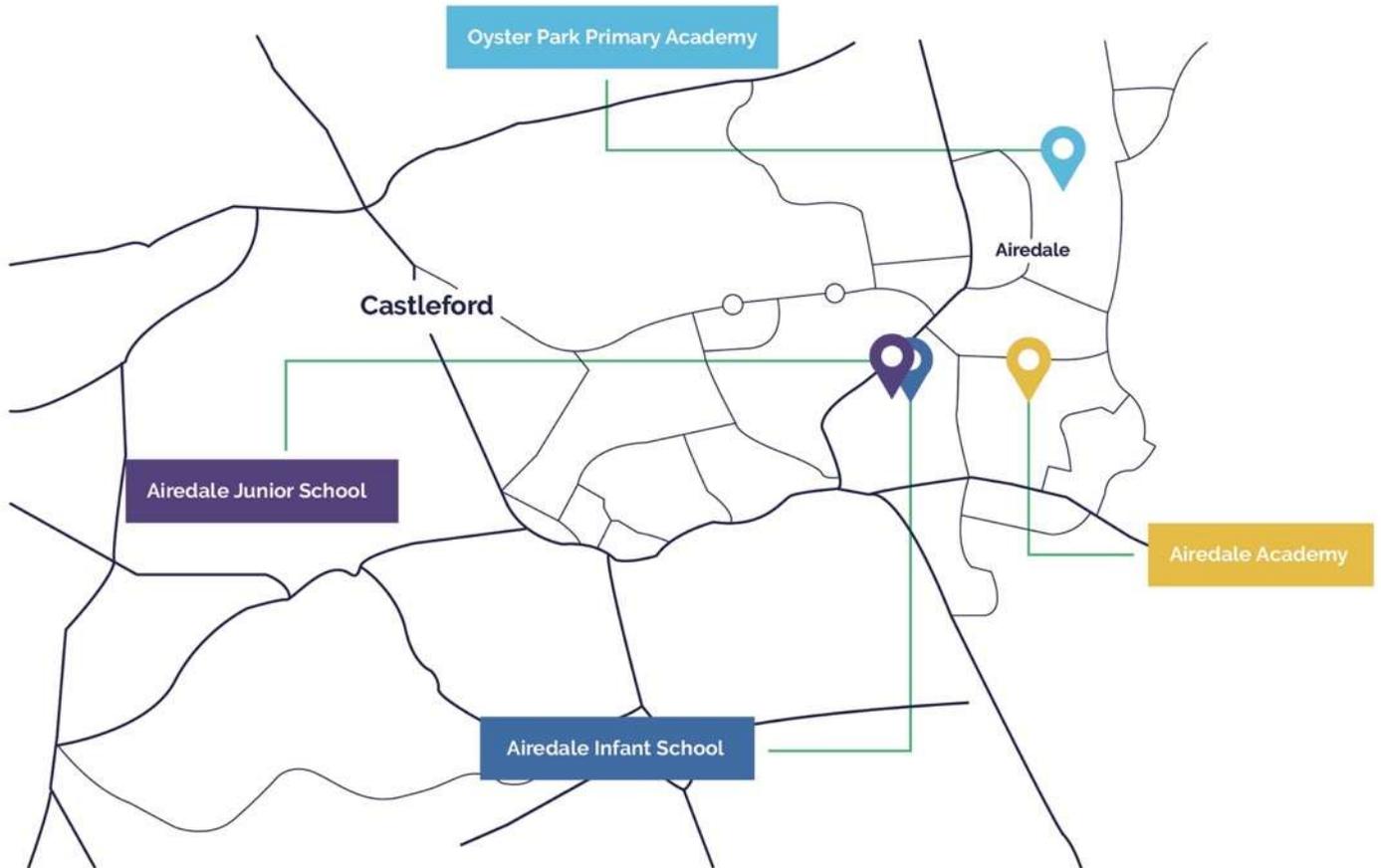
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SUPPORTING EXAMINATIONS

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TIMETABLING AND COVER

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- Seek opportunities to develop knowledge and understanding of the school's MIS software, including taking advantage of training offered by the supplier.
- Seek opportunities to enhance and develop the school's use of data and data systems.
- Make recommendations about how processes and procedures relating to assessment, data management and analysis can be improved.
- Develop and maintain up-to-date knowledge of data security issues and how these affect how the school uses data.

Other Specific Duties

- To participate in training and continued personal development.
- To engage actively in the performance review process.
- To conform to health and safety legal requirements as laid down by the school.
- To comply with all school policies and follow procedures regarding safeguarding.

While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but, in consultation with you, may be changed by the Principal/the Trust to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

Data Manager

Essential Criteria

Qualifications & Experience

- GCSE grades 5-9 (or equivalent) including English and Maths.
- Business Administration NVQ3 *or* equivalent qualification (e.g. A-Levels) *or* able to demonstrate equivalent skills
- Experience of gathering and inputting statistical data into digital systems.
- Experience of producing data for reporting and assessment.
- Experience of working under pressure to meet tight deadlines.
- Evidence of employment in a position of responsibility.
- Excellent knowledge of and ability to use a range of ICT packages, including Microsoft Excel at an advanced level.

Skills, Knowledge & Attributes

- Accurate and efficient data entry skills.
- Excellent administrative and organisational skills.
- Attention to detail.
- Strong interpersonal skills.
- A good understanding of the educational qualifications system and how qualifications are assessed.
- Understanding of data security and how this relates to the data schools process
- Strong verbal and written communication skills.

Other Competencies & Personal Qualities

- Able to demonstrate the academy's values in their own working life.
- Able to work independently and to use own initiative.
- Calm under pressure.
- Relentless in the pursuit of complete and accurate of data.
- A team player, willing to support colleagues in meeting the school's objectives.
- Able to operate effectively in a busy, fast-paced environment.
- Approachable and adaptable.
- Able to maintain confidentiality.
- Able to prioritise and manage competing issues to meet deadlines.
- Resilient with a willingness to persist and persevere even when faced with challenges.
- Able to identify and analyse problems, and devise solutions.
- Intellectually curious; interested in development and improvement.
- Quick thinker, flexible and willing to adapt.
- Honest & reliable.
- Sense of humour.

Desirable Criteria

- Experience of working in an educational setting.
- Exceptional knowledge of educational MIS data systems.
- Experience of using data visualisation tools such as Power BI.
- Previous experience of using Bromcom.
- Knowledge of statutory data reporting requirements such as School Census.

Development Opportunities

At Northern Ambition Academies Trust, we live our values - including that of ambition. We are committed to offering high-quality professional development that helps individuals reach their career goals. This applies to everyone in the Trust, no matter what their role.

We believe in providing the best opportunities for our pupils, meaning that we do the same for our staff. Demonstrating our value of bravery, we encourage staff to move out of their comfort zone, help them to continuously develop and improve their practice, and support them to take on new challenges and excel in what they do.

All staff have access to a wide variety of general and role-specific training opportunities (delivered in-house, through a suite of e-learning courses or by external providers). Teachers can access regular CPD across a range of teaching and learning topics, and we support teachers and headteachers to access nationally-recognised qualifications including NPQSL and NPQML. We have provided the opportunity for staff across the Trust to study for other qualifications, including Master's degrees and

doctorates that generate new ideas and evidence-based research which we can use to improve our organisation.

We also develop staff through our commitment to apprenticeships. Before advertising a role, we consider whether we can offer the post as an apprenticeship and we support access to apprenticeship opportunities for existing staff where possible as part of our commitment to CPD.

We are proud that our apprentices have undertaken qualifications including:

- **Accountancy and Taxation Professional Level 7**
- **Chartered Manager Degree Level 6**
- **School Business Professional Level 4**
- **Business Admin Level 2 & 3**
- **Supporting Teaching & Learning Level 2**

We are also keen to offer the Teaching Apprenticeship for prospective or existing staff with the passion and aptitude to train as a teacher.

Other Benefits

All staff at Northern Ambition Academies Trust benefit from:

- **The opportunity to work collaboratively within a vibrant, supportive family of schools.**
- **Use of School IP to assist with CPD and the development of all staff.**
- **Our commitment to staff wellbeing (as shown by our Wellbeing Awards for Schools and school-based Staff Wellbeing Ambassadors).**
- **Annual appraisals.**
- **The Key membership.**
- **Recognition including Random Acts of Kindness and Staff Awards.**
- **Discounted Microsoft products.**
- **Annual Flu jabs.**
- **National College membership.**

Ethical Leadership

NAAT is driven by a strong moral purpose. We are first and foremost an educational charity established to benefit children and local communities. We have therefore chosen to be part of the Ethical Leadership in Education Pathfinder Project.

As a Pathfinder, we join over 150 other schools and Trusts across the country who are testing the Framework for Ethical Leadership in Education. Through this, we hope to further improve our ethical foundation, provide appropriate training for our leaders, and lead the way as an exemplar of ethical leadership.

Framework for Ethical Leadership in Education

Selflessness

School and college leaders should act solely in the interest of children and young people.

Integrity

School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.

Objectivity

School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.

Accountability

School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness

School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

Honesty

School and college leaders should be truthful.



Leadership

School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do.

Leaders should show leadership through the following personal characteristics or virtues:

Trust: Leaders are trustworthy and reliable. We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

Wisdom: Leaders use experience, knowledge and insight. We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

Kindness: Leaders demonstrate respect,

generosity of spirit, understanding and good temper.

We give difficult messages humanely where conflict is unavoidable.

Justice: Leaders are fair and work for the good of all children.

We seek to enable all young people to lead useful, happy and fulfilling lives.

Service: Leaders are conscientious and dutiful.

We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

Courage: Leaders work courageously in the best interests of children and young people.

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

Optimism: Leaders are positive and encouraging.

Despite difficulties and pressures, we are developing excellent education to change the world for the better. be truthful.

Curriculum

Our central purpose is to ensure that all children and young people within the Northern Ambition Academies Trust achieve the highest standards. We aim to develop and deliver a coherent curriculum that is ambitious, enriched, broad and engaging.

As a Trust, we pride ourselves on our united approach to delivering a broad and effective curriculum, preparing our pupils for the next steps in their educational journey. As part of this mission, we have set up curriculum hubs for Mathematics, English and the English Baccalaureate (EBacc).

Mathematics Hub

The Mathematics Hub is one of the more established hubs within the Trust. We have worked on a shared vision and approach with our schools and developed Trust-wide Mathematics and Calculations Policies. Staff also use technical terminology consistently, exposing children to rich vocabulary on a daily basis. The impact is that all children use similar methods and strategies in their work and are increasingly confident when approaching reasoning questions.

English Hub

The aim of the English Hub is to facilitate the sharing of best practice in English teaching across the Trust. This approach has increased the consistency of English teaching and assessment across all of our schools, with a shared focus on reading, vocabulary and transitional phases between units. Staff are regularly given opportunities to visit other schools within the Trust, allowing everyone in our community to learn from each other and develop together.

EBacc Hub

The establishment of our EBacc Hub has allowed staff to bridge gaps between KS2 and KS3, giving pupils a chance to overcome barriers they may face in EBacc subjects. This collaborative work and feedback loop between our secondary and primary academies has allowed staff to ensure that children leave Year 6 equipped to perform well in the EBacc.

SEND Hub

The aim of the SEND hub is to enable staff from across all schools to discuss and reflect upon any issues regarding SEND, whether that be school-specific, locally, regionally or nationally. The hub enables our staff to share best practice, act as sounding boards and critical friends to ensure the most effective provision for pupils with SEND.

Attendance Hub

Through our Attendance Hub, we have introduced a Club 100 programme across all schools in the Trust, encouraging pupils to aim for 100% attendance rates. Across NAAT, pupils who achieve 100% attendance each half term are rewarded with a postcard, badge and reward experience. We also run competitions between classes to further motivate pupils. As with all Trust hubs, the Attendance Hubs facilitates sharing of best practice between schools with the aim of improving attendance throughout.

Who's Who?

Executive Team

CEO

Liz Fairhurst

Director of Finance and Operations

Anastasia Byard

School Improvement Team

Katie Robinson (Primary)

Joanne Richmond (Secondary)

Head of Human Resources

Nikky York

Trust Executive Assistant

Isabelle Parkinson

Members

Mike Dixon

Richard Sloan

Andy Clark

Alex Nicholson

Board of Trustees

Chair

Rob Hall

Vice Chair

Elizabeth Hayden

Alison Latham

Simon Fox

Stephen Groves

Kevin Guy

Nina Wrightson

Bruce McDowell

Recruitment Process

1

Advert posted with job description and person specification.

2

Candidates invited to look around if desired.

3

Shortlisting process.

4

Candidates invited to interview, and references requested.

Interview days may include a task or teaching example depending on the role.

5

Offer made to successful candidate(s).

6

Pre-employment checks completed.

7

Start date and induction period.



Northern Ambition Academies Trust

Ambition • Bravery • Respect

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