

# The Difference

## Head of Programme: Design and Delivery

**Reports to:** CEO, Kiran Gill **Start date:** Sep 2019

**Location:** London **Contract:** FT or PT

**Salary:** Depending on experience in salary band £50-60K (+6% employer pension contribution)

## You

You are an experienced school leader with a track record of teacher development with an impact on pupil outcomes. You care about what The Difference is trying to achieve, and have your own ideas about how we ought to do this. You are a pragmatic leader, with an understanding of the challenges of working in the education system; yet with the drive and ambition to create a programme that can change the story for excluded learners, via the leaders who serve them.

You love teaching and learning. You take an interest in the latest developments in research with a particular emphasis on pedagogy, teaching, learning, curriculum and leadership and stay up to date with this. You have experience delivering high quality professional development opportunities for individual teachers and cohorts of leaders to meet multiple objectives.

### The Challenge

Every day 41 of England's most vulnerable children – equivalent to more than a full classroom of pupils – are permanently excluded, with disastrous personal and societal consequences.

These are the country's **most disadvantaged**: 4 times more likely to have grown up in poverty, 7 times more likely to have special needs,<sup>1</sup> 10 times more likely to have mental health problems<sup>2</sup> and 20 times more likely to be interacting with social services due to safeguarding concerns.<sup>3</sup> These children are at serious risk of knife crime.<sup>4</sup>

Once they are excluded, life chances are bleak. **Less than 2%** of excluded pupils finish school with the qualifications they need in maths and English;<sup>5</sup> 50% are immediately not in education, employment or training (NEET) straight after GCSEs.<sup>6</sup> This small group of pupils goes on to make up half of the prison population, and is more likely to reoffend.<sup>7</sup> It is estimated that each excluded child will go on to cost the state £370,000 in extra education, health, welfare and criminal justice spending.<sup>8</sup> For last year's cohort of excluded pupils, that's a total cost of **£2.9bn to the Exchequer**.

Yet **too little is known about how to break this tragic cycle**. While some parts of the school system have seen an evidence-led revolution, there has been insufficient research and teacher training in how to measure or move outcomes for these most complex and vulnerable pupils. This impacts teacher satisfaction. Increasing numbers are leaving the profession, disillusioned and disempowered by this lack of expertise,<sup>9</sup> and jaded by the unethical practices of some school leaders, which are contributing to exclusion. Meanwhile, the numbers of young people whose lives are written off through school exclusion continues to rise, year on year.

### Our Vision

The past does not have to determine the future. **The Difference** is a new education charity, founded to improve the life outcomes of the most vulnerable children by raising the status and expertise of those who teach them. By 2030 we want a new story on school exclusion:

1. **People - The best teachers working with the children who need them most** – A third of the 350 schools for excluded pupils in the country have a *Difference Leader* leading improved practice and outcomes for excluded children in their setting.
2. **Practice - An evidence base of what works with the most vulnerable** – Specialist training from The Difference has shaped the strategic approach that over 1,000 of the 3,500 secondary schools nationally take to Inclusion, leading to lower incidence of school exclusion and improving the safety, wellbeing and learning of *all* pupils. Life outcomes beyond exam results are becoming better measured and valued, as is the multi-agency and relationship-informed work in schools which underpins them.
3. **Perception - A movement of ethical, inclusive leadership influencing the school system** – A cadre of Difference alumni, partners and advocates are shifting the national culture in schools. Their work is shared and amplified by The Difference. Incentives and opportunities for schools to meet the wellbeing, safeguarding and learning needs of all children are improving, through local and national policy.

## Our Journey

The Difference is embarking on the ten-year journey to such a future. Over the first three of these years, a pilot of the *Difference Leaders* will: work in 10% of schools for excluded pupils; develop the evidence base of which interventions are best-replicated to impact vulnerable pupils; and continue to convene the conversation on inclusive practice in England's schools. We will grow from a tiny start-up of six staff, to a bigger organisation, with impact across the country. Are you the right person to help us achieve this?

## The role: Head of Programme: Design and Delivery

The Head of Programme: Design & Delivery will work closely with the Programme Team and with other key roles in the organisation on the below strands of our work.

### Design & Delivery

**Coordinate and deliver The Difference Leaders Programme so that it:**

- Progresses skills and careers of Difference Leaders
- Improves quality of provision in partner AP schools
- Builds a best practice base for others

This will include:

- Designing, delivering, evaluating and developing the **Difference Leaders' onboarding process** including **Summer Training**
- Designing, delivering, evaluating and developing a **full Difference Leaders Programme curriculum** (with observation, coaching, twilights and assignments) that sees:
  - a. Difference Leaders make **progress as skilful school leaders**
  - b. Difference Leaders **improve quality of provision** in AP partner schools
  - c. Difference Leaders gain capacity and opportunity to **progress to promoted positions** post-programme, with impact on mainstream inclusion
  - d. Difference Leaders achieve their NPQSL qualification
- Designing, delivering, evaluating and developing The Difference's **Inclusive Leadership Training** that builds the capacity of DLs and mainstream leaders to improve inclusive practice in their schools (satisfaction; head satisfaction)

- Designing, delivering, evaluating and developing a suite of professional development sessions for mainstream & AP teachers, based on the best practice seen through the programme at the annual **IncludEd conference**

### Partnerships

In collaboration with other members of the team, the Head of Programme will work to:

- Secure Partner alternative provision schools to place Difference Leaders (in London, North West and Yorkshire & Humber for September 2020)
- Work with mainstream schools and multi-academy trusts on the Inclusive Leadership Training, to evaluate and support their inclusion
- Support research with partner organisations into policies and practices which promote The Difference's mission.

### Attraction and Selection

The Head of Programme: Design and Delivery will work flexibly with the rest of the team to attract and select the best teachers to become tomorrow's Difference Leaders. This will include:

- Representing The Difference at teacher-facing events
- Delivering professional development sessions to attract teachers
- Reading and reviewing applications
- Conducting phone interviews
- Assessing at The Difference's selection centres, including interviewing and observing teachers
- Evaluating efficacy of recruitment activities via evaluation of cohort aptitude on the programme

## Person Specification

### Essential knowledge, experience and skills

- A career which evidences commitment to improving life outcomes of vulnerable people and [shared values](#) with The Difference
- QTS + 7 years minimum teaching experience
- Proven impact as school leader
- Proven impact as designer and deliverer of professional development
- Ability to work flexibly in a small team
- Ability to build relationships and influence a range of stakeholders
- Ability to thrive in a fast-paced and sometimes ambiguous start-up environment

### The Difference Values

The successful candidate will share our six core values:

- **Purpose:** Our work is guided and galvanised by our values and beliefs. We are problem solvers, and do not wait to act. We are inspired by our purpose to improve life outcomes for the most vulnerable young people, and to develop the people, practice and public perception required to achieve this.
- **Collaboration:** We build relationships into our work, give to others readily and use others' strengths alongside your own, to have greater impact in our work.

We are inspirers and facilitators of others; able to influence and to advocate. We see the big picture and strive for better collaboration across services.

- **Bravery:** We are independent thinkers, willing to speak out, to challenge others and the status quo, where it is inconsistent with our shared aims and values. We are able to take decisions despite ambiguity, and are resilient and persistent in the face of challenging odds.
- **Excellence:** We expect the best from people and ourselves, and do not prejudge. We value quality work, tangible results, and feedback to inform continuous improvement.
- **Pragmatism:** We are able to recognise current limitations and strive for improvements within and beyond them. We are flexible in our thinking, willing to be proved wrong, and able to plan for strategic change, prioritised over shorter-term, shallow goals.
- **Humility:** We are able to be challenged and to learn from experiences and interactions. We are aware and respectful of others' dignity, insight, knowledge and agency.

### To apply

To apply for the role please email the following no later than **Sunday 17<sup>th</sup> of November at midnight**, to [jobs@the-difference.com](mailto:jobs@the-difference.com). Please include the job title in the subject line and confirmation of where you saw the job role in the body of the email:

1. A supporting letter (**no more than 2 sides**) outlining how your knowledge, skills and experience meet the requirements of the role;
2. Your CV including references (**maximum 2 sides**); and
3. Confirmation in the body of your email of your current salary and notice period, whether you have the right to work in the UK, and whether you have Qualified Teacher Status (QTS) and a valid criminal check with the Disclosure and Barring Service (DBS).

Interviews will be held in late November. Please indicate if there are particular days or weeks you are unavailable to come for interview.

### Recommended reading

To understand more about The Difference and what we are trying to achieve, we recommend browsing the following:

- The summary of the [research](#) which underpins our organisation,
- Our [story so far](#) and details of our founder's story as told in [Schools Week](#) and [TES](#)
- The way we currently describe our programme to teachers in our [short film](#), and the recruitment pages of our site (note: our recruitment process will need analysing and editing before our next round of recruitment)
- The storytelling we have done previously including [Shaun's story](#) and [Will's story](#)
- Details of our first [IncludEd conference](#), the second of which will run again in October 2019
- The impact we have had and are having on the policy debate in England's school system, as told through our fortnightly [Exclusions Bulletin](#)