



Learning for Life Education Trust

Stronger together

CHIEF EXECUTIVE OFFICER

Contract type

This is a permanent position. Full-time or 0.8 FTE will be considered.

Salary

L28-33

Work base

The role will be based at the LfLET Office in Irthlingborough, North Northamptonshire, however time will also be spent working within the schools across the trust.

Closing date

Monday 3rd February 2025 - 9am

Shortlisting by

Thursday 13th February 2025

Interviews

w/c 3rd March 2025

Start date

September 2024

How to apply

Please complete a LfLET application form which can be downloaded from the vacancies page on the [trust website](#).

Completed application forms should be accompanied by a letter of application and should be sent to HR@lflet.org.uk

The Learning for Life Education Trust is seeking to appoint a CEO who will build on our many successes. We are in an exciting stage of our development and are seeking a CEO who will continue the educational vision of the trust and further develop our offer.

As CEO, you must be an outstanding leader of people. You will lead high-performing headteachers, committed staff and a highly effective central team. You will build on the existing collaboration and distributed leadership, maximising the synergy of the trust and ensuring that it continues to offer positive staff and pupil wellbeing.

You must have school improvement at the heart of your work and bring knowledge and experience of successfully addressing gaps in achievement, aspiration and attainment. Working with senior leaders, you will seek to further align evidence-based school improvement with CPD and enhance consistency and evaluation of impact.

You will understand the complexity of the education landscape and the importance of trust sustainability. You will be a critical thinker, with a proven record of successful strategic planning that has positively impacted operational practice.

You will act with honesty, professionalism and integrity. You will be a highly motivated individual who can confidently and positively engage with a diverse range of audiences. You will have the creativity and vision to inspire and lead change to ensure successful outcomes.

We are committed to every learner having a high-quality education within a safe, inclusive learning environment. Your values must align with this commitment.

This is an outstanding opportunity to lead the further development of our trust. To arrange a discussion with our Chair, please email HR@lflet.org.uk.

Our trust is committed to safeguarding and promoting the welfare of children. Successful applicants will be subject to an enhanced DBS disclosure and must have suitable references. This process assists us in maintaining a safe environment for pupils and staff.

We are committed to encouraging equality, diversity and inclusion among our workforce, and eliminating unlawful discrimination.





JOB DESCRIPTION

Role

Chief Executive Officer

Responsible to

Board of Trustees

Purpose of the post

The CEO is responsible for the education of all the young people in the trust. They lead the Executive Team of the trust, ensuring the trust and all its schools are successful over time in a sustainable way.

They provide high level strategic leadership and management across all aspects of the trust's activities. They ensure that the trust provides high quality education for all its pupils through the effective and efficient use of resources and people.

As a system leader, the CEO represents the trust with a wide range of stakeholders and partners and enables the trust to fulfil its civic responsibilities. They are the Accounting Officer for the trust, responsible for ensuring the trust meets its statutory and legal requirements.

1. Articulates and implements the board's vision and values, and shapes the organisation's ongoing development by:

- a) Articulating a clear rationale for the organisation's growth and development – based on the board's vision and reflecting the trust's definition of a high-quality education.
- b) Developing a clear organisational strategy and goals (created with the board) that reflects the board's vision and the CEO's rationale.
- c) Undertaking regular and meaningful engagement with staff (at all levels) and all stakeholders to both share the rationale and to inform and refine it where appropriate.
- d) Communicating the leadership rationale – externally and internally – in a range of ways.
- e) Developing their thinking and actions by engaging with thought-leaders, research and appropriate professional development.
- f) Ensuring a balance between central strategy and accountability, and the ability of each school to develop a sufficient sense of individuality and ability to respond to local needs.
- g) Modelling and actively promoting commitment to the trust's values and to ethical governance, leadership, and practice across the organisation.
- h) Furthering the trust's vision, values and strategy by celebrating and sharing practice within and beyond the trust.

2. Builds an open, transparent, and effective relationship with the governing board and its committees by:

- a) Developing effective relationships with the board, embracing their support and advice, and recognising the value of good governance.
- b) Regularly meeting with the chair and keeping them informed of key developments, successes and risks.
- c) Understanding and implementing the established trust processes for formulating strategy, under the direction of the board.
- d) Ensuring they, and the executive team, have developed clear and appropriate reporting mechanisms that contribute to efficient governance of the trust.
- e) Welcoming accountability from the board, including robust performance management processes for themselves and other members of the organisation.
- f) Supporting the board to meet their duties as company directors and as trustees of a charitable body, working with the board to ensure operational compliance and fulfilment of all statutory responsibilities.
- g) Ensuring awareness of and adherence to the scheme of delegation so there is no overlap in the work and responsibilities of the executive team, and those of committees (including LGCs).
- h) Ensuring that high-quality benchmarked surveys and other engagement mechanisms are used to inform the work of the board.

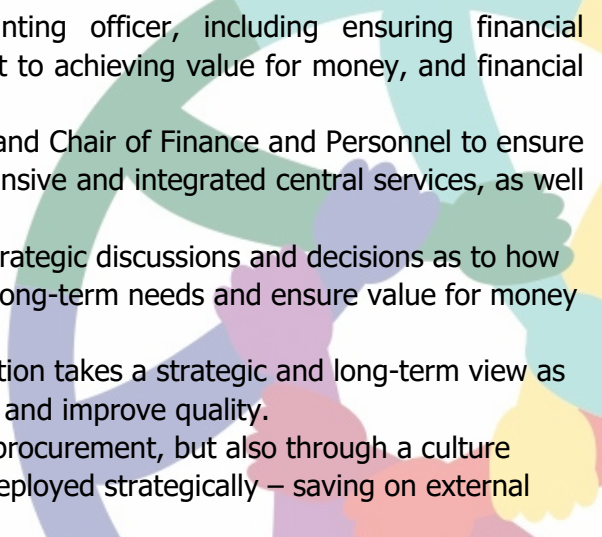
3. Ensures that the organisation is an 'employer of choice' and is staffed by talented and skilled individuals at all levels by:

- a) Fostering and ensuring a cultural and operational commitment to equality, diversity and inclusion.
- b) Recruiting talented and sufficiently skilled and experienced people to senior leadership positions.
- c) Building and developing a central team of experts – across a range of appropriate disciplines – through whom they can adequately develop and deliver strategy and ensure organisational delivery, improvement and compliance across the trust's operations.
- d) Line management of the COFO and headteachers and through them ensuring high performance and effectiveness across each aspect of the trust's operations.
- e) Confidently and sensitively addressing under performance or behaviours that are inconsistent with the values and culture of the organisation.
- f) Demonstrating a commitment to developing leaders and ensuring a succession planning strategy is in place both across the central team and for headteachers and key specialist leaders across the trust.
- g) Establishing an 'employer of choice' culture, with a commitment to talent management and development, sustainable workload, flexibility, and other key employment benefits.
- h) Bringing about organisational change and improvement by engaging and involving staff, ensuring a 'done with' rather than 'done to' model where possible.

4. Ensures that schools continue to improve their provision for pupils by:

- a) Articulating and sharing the trust's improvement priorities and related success criteria with all stakeholders to ensure understanding and commitment.
- b) Fostering a culture of 'collective commitment' to all the trust's schools among central team members and the trust's headteachers, leaders, and staff.
- c) Ensuring quality curriculum, teaching and assessment of pupil learning across the trust both through central systems and the clear setting of standards and expectations across all schools.
- d) Ensuring that their role is about enabling improvement at scale and as an organisational habit, not least by recruiting/enabling improvement leadership specialists who have the skills to 'lead' as well as to coordinate and quality assure improvement activity across multiple schools and contexts.
- e) Ensuring that the data captured is accurate, relevant, timely and used formatively to inform ongoing improvement both across the wider organisation and in individual schools.
- f) Establishing systems and processes which ensure that improvement becomes 'an organisational habit' and that staff at all levels feel empowered to inform and contribute towards improvement where possible.
- g) Fostering a culture of disciplined innovation, where staff are empowered to engage in external and/or internal research and development activity that furthers the organisation's vision and strategy.
- h) Ensuring that safeguarding and compliance with safeguarding responsibilities are central to the work of the trust, through effective leadership, training, systems and monitoring.

5. Secures organisational sustainability and compliance by:

- a) Discharging their financial responsibilities as accounting officer, including ensuring financial compliance, robust checks and balances, a commitment to achieving value for money, and financial probity at all times across the organisation.
 - b) Working with the Chief Operations and Finance Officer and Chair of Finance and Personnel to ensure that the trust's strategy is supported by effective, responsive and integrated central services, as well as high-quality operational delivery across all schools.
 - c) Engaging the board on sustainability issues, including strategic discussions and decisions as to how to invest resources to best serve the trust's medium to long-term needs and ensure value for money over time.
 - d) Encouraging an 'investor' culture, whereby the organisation takes a strategic and long-term view as to where returns can be achieved that both reduce cost and improve quality.
 - e) Seeking economies of scale, not simply through scaled procurement, but also through a culture where internal talent is maximised, and resources are deployed strategically – saving on external costs and building internal capacity in doing so.
- 

- f) Building relationships with other local and regional trusts to share expertise, resources and to embark on shared procurement where appropriate.
- g) Developing a culture that values, encourages, and ensures compliance for volunteerism, fundraising and sustainable income generation to further enhance the educational offer for pupils' and contributes to improved outcomes.
- h) Ensuring that risk management systems and compliance monitoring systems are in place so that the organisation can anticipate and plan for risks and fulfil all its statutory duties and responsibilities.

6. Builds external relationships, fostering social and professional capital by:

- a) Creating a sense of openness and proactive engagement with local, regional and national stakeholders. Prioritising external relationships with reference to strategy and potential impact.
- b) Steering the organisation to engage with and embark on relationships that will add sufficient value to the organisation and pupils' educational experience, while avoiding collaborative overload and ensuring there are mutual benefits for all involved.
- c) Encouraging the board to play their part in building and maintaining key stakeholder relationships, while also ensuring their impact on pupils and benefits of all external partnerships are demonstrable and relate sufficiently to core business.
- d) Building constructive relationships with politicians and civil servants; communicating in a way that engages key influencers and ensures they remain informed about the organisation's work and progress.
- e) Accessing peer-to-peer networks (within and across sectors) that are relevant and add value to the CEO and the senior team's professional development.
- f) Working with the board to generate a culture of accountability to its stakeholders.
- g) Contributing to the development of the wider sector through taking part in the work of sector bodies and engaging in appropriate opportunities to inform the development of other trusts and to inform government policy.



CEO PERSON SPECIFICATION



Evidence Key

AF	Application Form	L	Letter of Application	I	Interview
----	------------------	---	-----------------------	---	-----------

Qualifications and Knowledge	Essential	Evidence
1. Qualified Teacher Status.		AF
2. National qualification – NPQH (Achieved) or NPQEL (Achieved or undertaking).	✓	AF
3. Proven record of effective strategic leadership at an executive level.	✓	L/I
4. Deep understanding of the impact of issues and developments in the education sector on Multi-Academy Trusts.	✓	L/I
5. Comprehensive knowledge of educational/academy regulatory frameworks and legislative requirements.	✓	I

Skills and Experience	Essential	Evidence
1. Proven effective strategic leadership of raising standards across an organisation of scale and complexity.	✓	L/I
2. Significant experience of headship at more than one school and/or system-wide improvement experience.	✓	AF
3. Effective use of complex data and evidence to inform decision making.	✓	I
4. Proven record of school improvement, including curriculum design and implementation, in different contexts.	✓	L/I
5. Demonstrable experience of developing and leading high-performing teams.	✓	L/I
6. Proven success in the leadership and management of people including advocacy, facilitation and negotiation.	✓	L/I
7. Demonstrable experience of successfully developing, enhancing and implementing the vision of an organisation.	✓	L/I
8. Significant experience of working effectively with a governing board and understanding the importance of effective governance in an educational context.	✓	L/I
9. High levels of effective communication with all stakeholders, including bringing clarity to complex issues, listening to and negotiating and influencing.	✓	I
10. Evidence of successful project, resource and risk management.	✓	L/I
11. The ability to network, build alliances and further the reputation and growth of the organisation.	✓	I
12. Successful track record of strategic and business planning and financial management in a complex organisation.	✓	L/I
13. Experience of leading a school in a successful Ofsted inspection.	✓	L
14. Understanding of the 2023 SIAMs framework.	✓	I

CEO PERSON SPECIFICATION



Personal Attributes	Essential	Evidence
1. Warm, engaging, empathetic and a good listener.	✓	I
2. Reflective, self-aware and ready to learn.	✓	I
3. Critical thinker.	✓	I
4. Flexible, positive, energetic and resilient.	✓	I
5. A profound commitment to equality, diversity and inclusion.	✓	I
6. The highest standards of professional and personal integrity.	✓	I
7. Commitment to working with church and community schools and promoting the Christian ethos of any denominational school in the trust.	✓	I
8. Commitment to further personal and professional learning for self and others.	✓	AF/I

Compliance & Quality Assurance	Essential	Evidence
1. Comprehensive understanding of a trust's compliance and safeguarding responsibilities in line with relevant regulations.	✓	I
2. Ability to embed clear quality assurance systems that drive consistency and improvement in performance across an organisation.	✓	L/I
3. Strategic understanding of and a deep commitment to safeguarding and promoting the welfare of children and other stakeholders.	✓	L/I

Strategic Business & Financial Planning	Essential	Evidence
1. Track record of strategic financial planning and asset management.	✓	L/I
2. Secure knowledge of financial management in a complex organisation.	✓	I
3. Understanding of how and why trusts grow and develop.	✓	L/I



Learning for Life Education Trust

Stronger together

Chief Executive Officer

Candidate Pack



This page has been intentionally left blank.

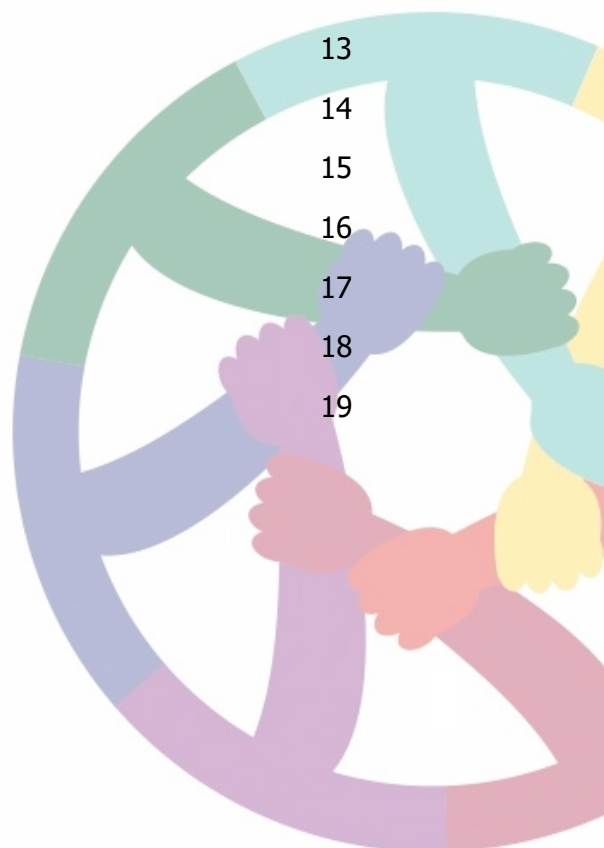


Learning for Life
Stronger together



Contents

Welcome	5
Legacy	6
Our Story	7
Our Vision, Promise and Ethos	8-10
What makes us stand out?	11
Strategic ambitions and aspirations for growth	12
Vision and focus for the role	13
Supporting you	14
Governance structure	15
Central Team structure	16
Career development	17
What our senior leaders value	18
Contact us	19

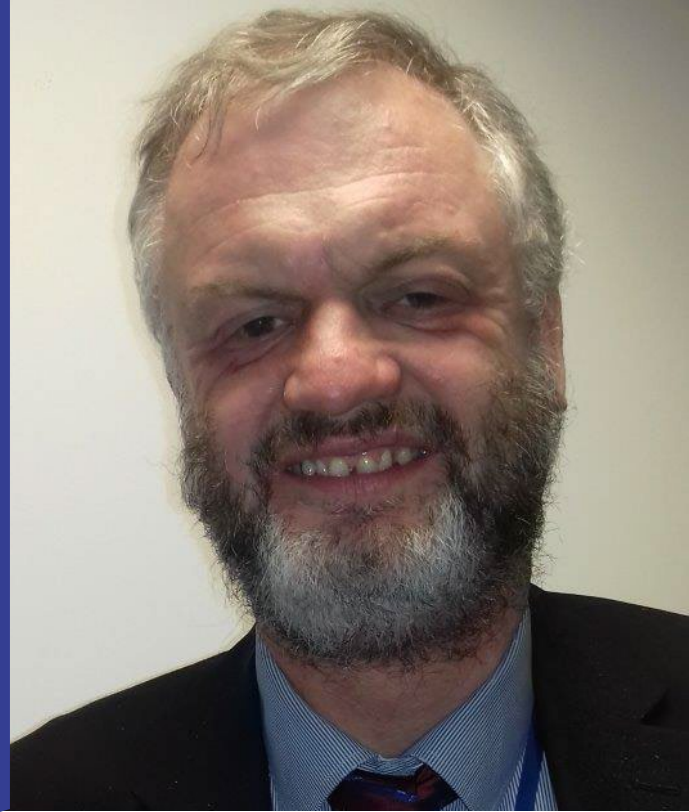


This page has been intentionally left blank.



Learning for Life
Stronger together

Welcome



Peter French, Chair of the Trust Board

Dear Applicant,

Thank you for taking the time to look at this very exciting opportunity to be CEO of our wonderful Learning for Life Education Trust.

Our trust is committed to the all-round education of all of our children. We inspire them to grow and develop as people and as significant members of our society. Our values are really important to us, and we expect that you will share them. We are proud to be a mixed trust with former community and Church of England schools working together.

Our new CEO will be supported by a very able Board of Directors, by a superb central team and three fantastic headteachers as well as all our other staff who are fully committed to making a difference to the lives of our children in our communities.

This is an exciting time for the trust as we look to build on the success of the work done by Jo, our CEO, to enable us to be a significant education provider in Northamptonshire and beyond. We are looking for someone that can lead, challenge and inspire us continue to grow and develop further as a trust.

Please read through our CEO candidate pack and, if you think that this is the post for you, then we look forward to receiving your application.

Best wishes

A handwritten signature in black ink, appearing to read 'Peter French'.

Peter French, Chair of the Trust Board



Learning for Life

Stronger together

Legacy



Reflections from Joanne Sanchez-Thompson, our current CEO

It has really been a privilege to have led the trust since 2016. I get to work with incredible people – adults and children alike – and I get to do the thing I love the most – improving schools.

If you are reading this, then that must be what you want to do, too.

Our trust was formed in 2015 and has changed immensely since this time. We have worked hard together to transform the way we work. We have developed a wonderful community of staff who care passionately about working with our families to ensure every child has the opportunity to thrive and learn.

Our name, the Learning for Life Education Trust fully represents what we want for our children, staff, families and communities. We collaborate and we learn. Our values and ethos underpin everything we do. We truly live out our strapline of 'Stronger Together'.

We are a thriving multi academy trust ripe for the next stage of development. Will you be the person to lead us? Wishing you all the best with your application for this fabulous opportunity.



Learning for Life

Stronger together

Our Story



The Learning for Life Education Trust came into being in the summer of 2018 as we moved from our former name of The Irthlingborough and Finedon Learning Trust. The trust first began in 2015 following several years of close collaboration between the schools of Irthlingborough and Finedon.

We changed our name to Learning for Life to reflect our core educational vision for our children, parents, staff and the wider community. We have grown our Trust by working with schools beyond the geographical boundaries of our founding schools. We want to continue this growth.

The Trust consists of six schools: Higham Ferrers Nursery and Infant School, Higham Ferrers Junior School, Finedon Infant School, Finedon Mulso CE Junior School, Irthlingborough Infant School and Irthlingborough Junior School.



We are in an excellent position to fully embrace the opportunities that are available in the current and ever-changing educational landscape. We are focused on improving standards within our schools - building upon existing partnerships and creating new ones.

Our team of teachers, support staff, directors, governors, parents and carers are committed to ensuring that all of our pupils receive the very best educational opportunities and achieve the best outcomes.



Learning for Life

Stronger together

Our Vision, Promise and Ethos



Our vision

To develop and nurture to the highest level the talents and aspirations of our children, our schools, and the wider Trust community.



Our promise

We will encourage, support and enable every child to be the best that they can be.

Every individual is safe, valued and supported to learn.	Our children are positive, ambitious and hardworking.
	
Our children behave well, show good manners and have respect and compassion for others regardless of their gender, ethnicity, religious or cultural background.	
	
Our children are inspired by a well-taught curriculum that is rich and exciting.	Our children enjoy high-quality artistic, musical and sporting activities.
	



Our ethos 'Stronger Together'



We have high expectations of, and for, everyone - encouraging them to be 'learners for life'.



We value and promote trust, honesty and integrity.



Parents are our valued partners: we share the aim of encouraging our children to grow as individuals.



We work together to help our children to be confident, responsible, resilient and independent – able to contribute to life in their local community and the wider world.





What makes us stand out?

- 🌍 A continuous focus on improving our educational offering
- 🌍 An organisation with a culture based on shared values driven by empowered head teachers and staff
- 🌍 An exceptional leadership team with an aspirational vision and a defined strategy
- 🌍 A commitment to staff development and a philosophy of parental involvement

Our approach is proving very successful with a track record of improving results, happy and enthusiastic pupils and positive and committed staff.



Learning for Life

Stronger together

Strategic ambitions and aspirations for growth

Current position in terms of schools December 2024

School	NoR	Phase	Date of entry	Ofsted	
Higham Ferrers Nursery and Infant School	270	Primary	November 2024	Good	02/20
Higham Ferrers Junior School	326	Primary	November 2024	RI	01/23
Finedon Infant School	135	Primary	April 2015	Good	10/23
Finedon Mulso C of E Junior School	183	Primary	April 2015	Good	03/23
Irthlingborough Nursery and Infant School	328	Primary	April 2015	Good	07/23
Irthlingborough Junior School	381	Primary	April 2015	Good	01/20



Vision and focus for the role



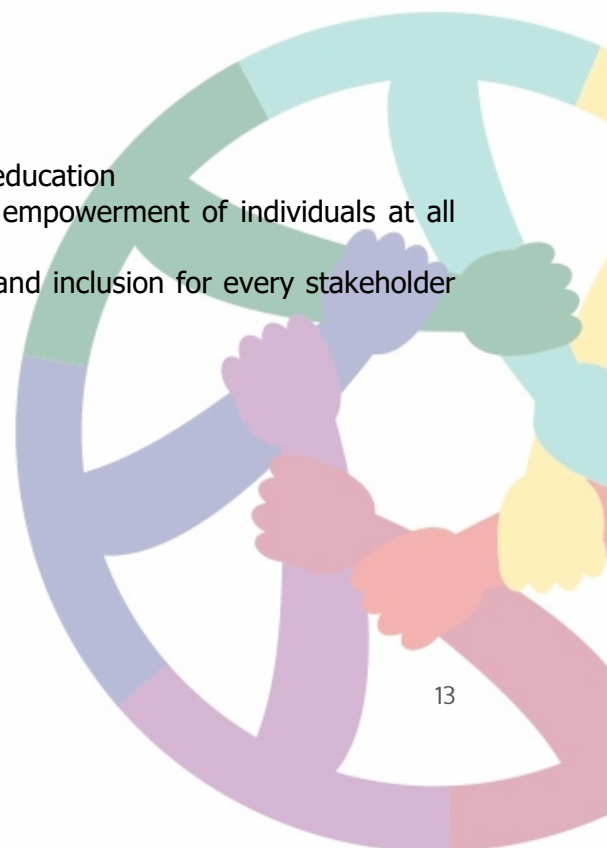
Our current CEO has been pivotal in the creation of our culture and laying the secure foundations for our plans for, and implementation of growth and continued success.

We do not want growth at any cost, for us the young people within our schools will always remain our priority and therefore shared values and synergy will continue to be our driving force.

We are looking for an individual who can continue to build on our vision but with no compromise to our identity and culture.

Our new leader

- 🌍 A dynamic individual with gravitas and presence
- 🌍 A role model in terms of humanity
- 🌍 A true advocate for young people and colleagues in education
- 🌍 A proponent for professional development and the empowerment of individuals at all levels
- 🌍 A driving force and champion of equality, diversity and inclusion for every stakeholder across the trust



Learning for Life

Stronger together



Supporting you

Our CEO will be supported by:

- 🌈 An experienced and supportive Trust Board and Local Governance Committees
- 🌈 Successful leaders in every school in our trust
- 🌈 An experienced and dedicated central team
- 🌈 Processes and provision focused on economies of scale and efficiencies across schools
- 🌈 A focus on wellbeing at all levels
- 🌈 Commitment to professional development for all staff
- 🌈 Continued collaboration with a range of experienced trusts and CEOs



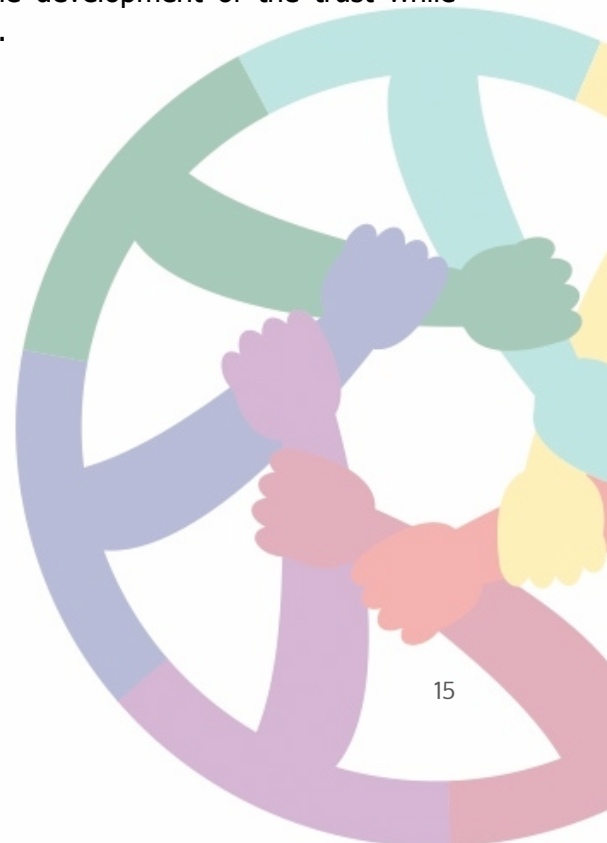


Governance Structure

As with all multi academy trusts, the trust board has the ultimate responsibility. In our trust, there are a number of committees of the board; these include the local governance committees, who play a very important role in the structure.

LGCs are responsible for supporting, challenging and monitoring their schools in relation to the quality of education, behaviour and attitudes, personal development, safeguarding and stakeholder views and engagement. The LGC role is a significant part of the way the trust works.

The [directors](#) on our trust board, have a balance of expertise and experience within education and beyond. They use this to challenge and support the development of the trust while ensuring that we adhere to our ethos, values and promise.



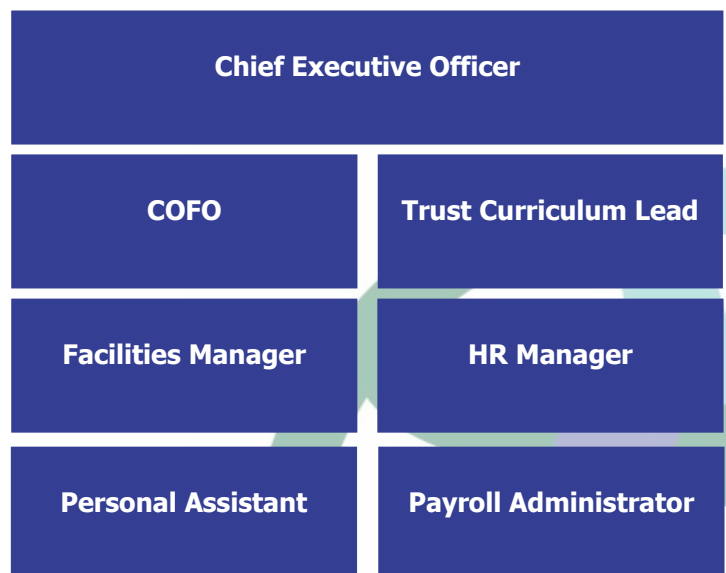
Central Team Structure



We have a highly effective and experienced central team, who offer an expert level of service to our schools. We work closely with our school leaders and local governance committees to understand their needs and so provide high quality support at the right time.

We support the day to day running of our schools in:

- 🌐 Finance
- 🌐 HR
- 🌐 Estates Management
- 🌐 Health and Safety
- 🌐 Policies and Compliance
- 🌐 GDPR
- 🌐 Central Systems such as Arbor
- 🌐 Governance
- 🌐 CPD for Staff
- 🌐 SEND Support
- 🌐 Attendance
- 🌐 Wellbeing
- 🌐 Behaviour



Our Trust Development Lead supports all joining schools throughout the conversion process.





Career development

The Learning for Life Education Trust offers a wide range of benefits to our staff:

- 🌐 Full School Teachers' Pay and Conditions, including Continuous Service, for Teaching Staff
- 🌐 Enhanced NJC terms and conditions of employment for Support Staff, including continuous Local Government service
- 🌐 Flexible working – full and part-time
- 🌐 Teachers' Pension Scheme and Local Government Pension Scheme
- 🌐 Maternity/Paternity/Adoption Leave and Pay
- 🌐 Wellbeing policies and practices integrated into daily work
- 🌐 Laptop for every teacher
- 🌐 Well-being day
- 🌐 Dedicated report writing time
- 🌐 Great colleagues and children!!

Continuing Professional Development

Our staff are our biggest asset, so we place great importance on ensuring they have the professional development opportunities that they need to continue to improve and gain skills.

New staff to the Trust have a well-designed induction programme. Each school has its own CPD programme. We use a range of internal and external providers to ensure that training is relevant and of a high standard. This includes our ECT programmes, access to NPQs (6 staff currently undertaking these) and use of National College materials. Our staff also provide support for other schools through Maths Hub and consultancy work.

Wellbeing and Support

The physical, emotional and mental well-being of our staff and children is a high priority for the Trust. Happy, healthy and enthusiastic staff are the best possible support for the welfare and learning of our children.



Learning for Life

Stronger together

What our senior leaders value



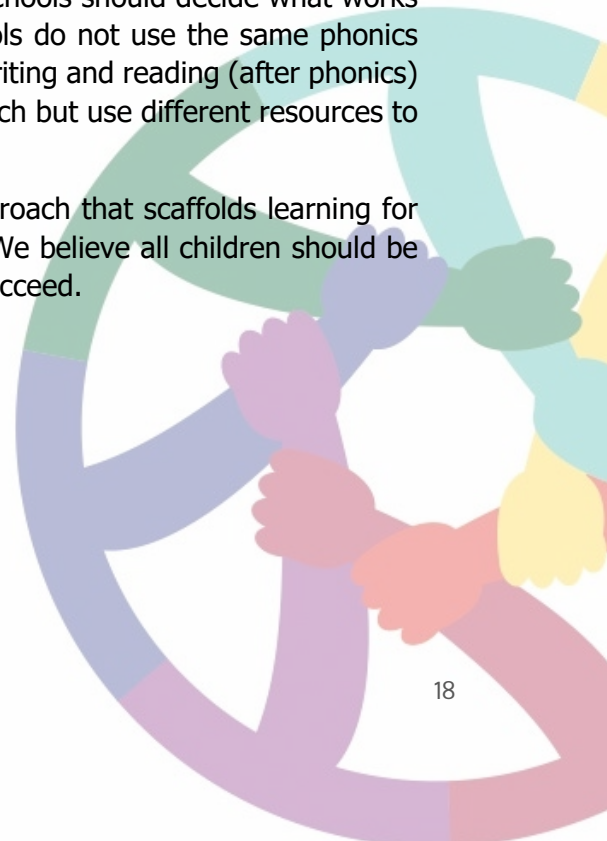
What's it like to be a school in our trust?

Each school is part of the collective whole of the trust while retaining its unique self. All of our schools have a substantive Headteacher. They make their own decisions in collaboration and consultation with the other schools in the trust.

Each school is responsible for ensuring that it has a broad and balanced curriculum that enables its children to achieve well, and which meets our vision and promise.

We do not espouse a single pedagogy as we believe that schools should decide what works for them within the remit of it being successful. Our schools do not use the same phonics schemes. We use different approaches to the teaching of writing and reading (after phonics) across our schools. We all follow the maths mastery approach but use different resources to implement this.

However, we do promote an inclusive and aspirational approach that scaffolds learning for all and does not set limits on what any child can achieve. We believe all children should be included in quality first teaching and that all children can succeed.



Contact Us



Visit us:

LfLET, College Street, Irthlingborough, Northamptonshire, NN9 5TX



Call us:

01933 654921 (Ask for Laura Civil)



Email us:

HR@lflet.org.uk



Website:

www.learningforlifetrust.org.uk



Learning for Life

Stronger together

