



Chief Executive Officer Recruitment Information Pack

Tall Oaks Academy Trust



White's Wood Academy
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Contents

Information from CEO and Chair of Trustees

Vision and Values

Information about Tall Oaks Academy Trust

Castle Wood Academy

Mercer's Wood Academy

White's Wood Academy

Employee Wellbeing and Mental Health

Employee Benefits

Recruitment Process

Applying for one of our roles

Job Description and Person Specification



Letter from the CEO and Chair of Trustees

Dear Candidates,

Thank you for expressing an interest in working for Tall Oaks Academy Trust. We hope that you will find the following information useful, along with the information to be found on our Trust website, <https://www.talloaksacademy.co.uk/web>.

Tall Oaks Academy Trust is very proud of its schools and the commitment of everyone within the Trust to achieve the very best outcomes for all the children. Our vibrant, warm and friendly team of professionals always put the children at the heart of everything they do. The team works extremely hard and staff support each other to achieve those outcomes.

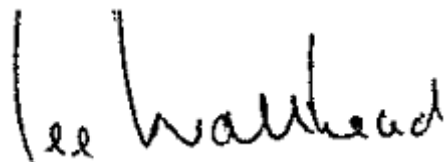
The Trustees are looking for an inspirational CEO who can work with parents, staff, local governors, trustees and most importantly the children to lead, support and nurture this dynamic and highly regarded Trust, in the next phase of its development. We feel this is an exciting time for the Trust and the three schools within it and look forward to receiving applications from enthusiastic candidates who share the trustees and the executive leadership team's vision, values and our aspirations for the future.

Once again, thank you for your interest and we look forward to hearing from you.

Yours faithfully



Sue Wilson
Chief Executive Officer



Lee Wallhead
Chair of Trustees

Chief Executive Officer

We are looking for a new Chief Executive who can lead our dedicated and expert team to deliver the brightest possible future for every child, and put our extensive capacity to work in serving our communities. You will be responsible for achieving high standards of education, overseeing excellence across operations and governance, and maintaining our position as an employer of choice. Moreover, you will ensure we sustain our impressive reputation, and will have a particular focus on identifying (and securing) appropriate and sustainable opportunities for growth.

You will be accountable to trustees for ensuring that all pupils benefit from a rich and broad education, underpinned by the Trust's community-based ethos and values. It's crucial that we create an environment in which pupils enjoy school; feel safe and fully supported; are inspired to learn, develop character and aspiration, and realise their full potential. We will look to you to oversee all aspects of the Trust's operations, so that they reach or exceed the highest standards of performance, and you will exemplify the strong self-improving culture, which underpins the Trust. Growth that is sustainable, measured and benefits all parties is a key objective for us, and you'll identify and secure opportunities which align with our vision and strategy.

An inspiring and credible system leader, with the respect of your peers and a strong track record of educational leadership and improvement, you will understand how to lead and grow a complex and ambitious organisation.

This is an exceptional opportunity to shape the next chapter of this successful and ambitious trust. Working closely with trustees and our experienced Executive Leadership Team, you will help our pupils, staff and communities to be the best they can be. There is much to be proud of in our recent past, but we are committed to a culture of self-improvement and continually challenging ourselves.

The candidate we are looking for is a rare combination of characteristics: professional and highly experienced, personally inspiring, deeply committed to serving their community, and a passionate advocate of the life-changing power of education. If that sounds familiar, we look forward to meeting you.

PRIORITIES

The priorities for Tall Oaks Academy Trust and consequently its Chief Executive are:

- To achieve medium term growth ambitions of a MAT of around 10 - 15 schools whose teaching and ethos are aligned with our vision and aims, serving a local geographical area.
- To manage the reputation of our academies so that they are the 'go to' place in their localities for the best possible education for children and families.
- To support and monitor academies in the MAT in their continuous progress and development within teaching, learning and outcomes.
- To manage and develop school improvement programmes, ensuring that best practice in our schools and nationally is shared within the MAT.
- To review the curriculum offering across the MAT's academies to ensure that it is sustainable, affordable and ensures that all our pupils have the best possible opportunities to succeed and achieve even beyond their aspirations.
- To support and enhance the wellbeing and achievements of pupils and staff through a collaborative professional network of headteachers and school leaders.
- To ensure the finances and governance of the MAT operate to the highest standards, within the agreed framework and plans, and that each academy member of the MAT is supported to operate similarly.
- To manage and develop services and strategies in procurement, advice and capital development to ensure that academies within the MAT have access to goods and services at the best possible prices and are assisted in efficient management practices.
- To provide support and training to governors to ensure they are properly equipped to be the critical friends of the headteachers and staff.
- To ensure that the MAT is environmentally sustainable and at the forefront of climate action.

CONTEXTUAL DATA

	Castle Wood Academy		Mercer's Wood Academy		White's Wood Academy	
	Number	Percentage	Number	Percentage	Number	Percentage
Capacity	420		210		240	
NOR (National average is 282 pupils)	272	64.7% full	184	88% full	204	85% full
EYFS	24	40 % full	22	73.3% full		
KS1	66	55% full	55	92% full		
KS2	181	76% full	107	90% full	204	85% full.
Pupil Premium/FSM (National FSM % is 23.8% June 2023)	97	36%	144	79%	134	66.1%
Forces/Service Child	1	0.36%	0	0%	0	0%
SEND (National SEND 13 % June 2023) (National EHCP 2.4 Primary % June 2023)	36 SEND 16 EHCPs 52 total	13.2% SEND 5.8% EHCP 19.1% total SEND	45 SEND 9 EHCP 54 total	24.4 % SEND 4.9% EHCP 29.3% total SEND	36 SEND 9 EHCP 45 total	17.6% SEND 4.4% EHCP 22% total SEND
EAL (National 22 % June 23)	17	6.2%	8	4.3%	19	9.3%
UIFSM	90	33%	77	41.6%		

Vision and Values

The Trust Vision 'Stronger Together'

Our Trust Mission

Tall Oaks Academy Trust has a relentless commitment to the wellbeing and development of our children, our staff, our families and our community. We offer an engaging, challenging curriculum that nurtures resilience in the face of challenge. Our aspirations for our children and the Gainsborough community shine through everything we do. The high standards we have are possible because of our commitment to collaboration at every level in our organisation.

We are Tall Oaks Academy Trust.

The Trust Values



Our four core values are important to us, as they are the areas that are so vital for our children, families, staff and the community to develop. We strive for everyone to have the highest aspirations and reach their full potential, by engaging fully in their learning and school life. Life can be hard and so we want everyone to develop resilience and not to give up, whilst having the people around them to support their well-being.



Information about Tall Oaks Academy Trust

Our Trust was formed in March 2013 when White's Wood Academy supported and sponsored what was North County Primary (now known as Mercer's Wood Academy). From that union, the Trust started and in 2015 Castle Wood, a brand-new school came on board too. From that point onwards, we have been working hard to establish leadership structures in both the Trust and the schools, ensure that we have happy and stable staff and to develop our systems and structures so that the schools and any business functions run smoothly. We have had our fair share of challenges but we have an amazing team and a real commitment to go the extra mile for our children, families, staff and the community.

Gainsborough in Lincolnshire, where the schools are situated, is a small town that has high pockets of deprivation and needs. As a result of this, we have dedicated teams and professionals, with expert knowledge and specialisms to support the Heads. This means that they can focus their work on leading happy, effective schools, improving teaching and learning and meeting the needs of all of our children. We are an inclusive Trust and our percentages of children who have special educational needs and EHCPs are above the national figure.



With the help of our dedicated inclusion team, consisting of safeguarding, SEND, attendance and healthcare experts, we make sure that our children get the very best they can.

In 2024, we are now a Trust that has a stable staff team, the right processes in place and aspirations to grow. We are outward facing and benefit greatly from our work with other local schools, trusts, Lincolnshire local authority, local universities and LEAD teaching school hub.

Castle Wood Academy



Miss M Ryan
Headteacher



Mrs C Taylor
Assistant Headteacher



Mrs S Fitzpatrick
Assistant Headteacher

Castle Wood Academy was opened in September 2015 and has gradually grown over the years to the point where we have had three year six cohorts leave us. It is in an impressive, new, light and spacious building with two playgrounds, ample outdoor space and an outdoor learning area. There are housing developments wrapping around the school and so it is anticipated that this will increase numbers from our current NOR of 280 with 11 classes.

At the moment, the school operates a mixture of one and two from entry single year groups but the hope is that we will be a full capacity two-form entry school in the future.





Mr D Coleman
Assistant Headteacher



Mrs A Allenson
Assistant Headteacher

Here at Mercer's Wood Academy, we are more than just a school.

Our team of hard-working, dedicated, committed and caring professionals all work together to make sure our school is a happy and safe place for all of our pupils to make memories and to prepare them for the next stages of education.

Our school values drive everything we do: wellbeing, aspiration, engagement and resilience. These values are developed through our unique and creative curriculum and as a result, we have amazing children who are enthused and excited with a real thirst for learning and who push themselves to be the best version of themselves.





Mr C Fitzpatrick
Headteacher



Mrs J Street
Assistant Headteacher



Mrs K Ward
Assistant Headteacher



Miss G Cartwright
Assistant Headteacher

Under the guidance of our dedicated, caring and highly skilled staff, the children learn to embrace the many challenges they face both individually and collectively, aiming high in their ambitions. Ultimately, our curriculum is driven by this approach and our pupils articulate their achievements by referencing one or more of our four key values: Aspiration, Engagement, Resilience and Wellbeing.

We believe in positive, sustainable and honest relationships between school staff, pupils and families and building these relationships begins immediately. Our team includes family support for special educational needs, safeguarding, healthcare and attendance, as well as a trained pastoral team who support children's mental health and emotional literacy. We believe that if a child is safe, happy and healthy, they are in the best position to learn and therefore, ensuring this is our first priority.



Employee Wellbeing and Mental Health

We believe that the mental health and wellbeing of staff is key to the success and sustainability of our organisation.

We aim to promote and maintain the mental health through workplace practices and encouraging employees to take responsibility for their own wellbeing.

The Trust is committed to:

- Developing an ethos that drives positive mental health
- Promoting an open culture around mental health by increasing awareness, challenging stigma and empowering employees as champions and role models
- Increase organisational confidence and capability through mental health literacy and school based 'Mental Health Champions' trained in all aspects of mental health

Tall Oaks Academy Trust has its own 'Wellbeing Charter' with a range of benefits and signposts for staff to take advantage of.

Employee Benefits

When working for Tall Oaks Academy Trust, you will have access to the following benefits:

- Competitive salary
- Generous Local Government (support staff) and Teacher Pension schemes
- Ongoing continual professional development (CPD) opportunities
- Confidential employee assist helpline, to assist with a range of issues such as family, money, bereavement etc.
- Discounted wraparound childcare for children of staff who attend our schools
- Free eye tests
- Social events organised throughout the year
- Flexi-PPA for teachers
- No meetings weeks
- Salary sacrifice schemes
- Well-being Day for all employees



Recruitment Process

Discover the straightforward path through the recruitment process at Tall Oaks Academy Trust! From applying to being hired, we have simplified every step. Explore how your skills align with our vision and kick-start a rewarding career in education with us.

Application

Once the closing date has lapsed for the vacancy, the application documents are forwarded to the interview panel for shortlisting. The shortlisting panel do not have access at the time of shortlisting to your name, address, contact details, any sensitive information or equal opportunities monitoring information.

Shortlisting

Shortlisting is carried out by comparing the application to the key criteria listed on the Person Specification. Applications are anonymised to avoid any bias during the selection process.

The strongest application forms from candidates who have demonstrated that they meet the requirements of the post are selected. These candidates are then invited for interview. The interview date will usually be published on the bottom of the advert.

Invitations to interview will be via the email address provided on your application form.

Any applications not shortlisted will be notified via email.

Interview and Selection

The invitation will include details of where the interview will take place and state, which documents you, must bring along with you.

Details of any additional selection methods will also be notified at this stage, for example testing or a presentation. At the interview, candidates will be asked questions that relate to the post as detailed in the Job Description and Person Specification.

Offer of Employment

Following the interview, a member of the interview panel will contact the successful candidate to make an offer of employment. The offer will be conditional until all pre-employment checks have been completed.

This will follow up by an offer letter sent and an accompanying email detailing the steps to complete the pre-employment process.

At this stage, unsuccessful candidates will be advised, with feedback provided on request.

Pre-Employment Checks

Pre-employment checks will take place, which include:

- Checking of references
- Confirmation of qualifications/licences required.
- Confirmation of eligibility to work in the UK.
- Medical Clearance
- Disclosure & Barring Service (DBS check)
- Overseas check (if applicable)
- Teacher Services checks (prohibition and section 128 if applicable)
- Online checks

Appointment

Once the pre-employment checks are complete, the candidate will be contacted to confirm the offer of employment and arrange a suitable starting date.

On your first day working for Tall Oaks Academy Trust, you will have an induction and you will receive a copy of your contract.

We will ask you for originals of all documentation to complete the pre-employment checks. These are requested to be brought at interview. If you do not have access to any original documents or certificates (birth certificate, marriage certificate, deed poll, any relevant qualifications etc.) you will need to contact the relevant organisations to request these.



Applying for one of our roles

Please fill in an application form, ensuring all details are completed. Incomplete applications may not be taken forward to shortlisting and instantly rejected. The information below will help you complete the form and explain why we ask for the information that we do.

Personal details

Please include any previous names. We will ask for proof of any name changes through marriage or deed poll.

Employment Details

Please add details of your employment history, starting with the most recent. Please also account for any gaps in employment within this section (raising a family, career break, travelling etc.). We will need to contact your current employer for a reference.

Education Details

Please add details of the qualifications you hold (GCSEs, A Levels, Degree etc.). Please ensure that you refer to the qualification requirements in the person specification, as only candidates who meet or exceed the minimum qualification will be eligible for shortlisting. Please note that if you are successful you will be required to produce the original certificates for the relevant qualifications. Any other qualifications or courses that you have undertaken that are relevant to the job role please also note down and provide original certificates for.

Personal Statement

This is your chance to shine and show us why you are the best candidate for the job! Read the job description and person specification carefully and think about how your knowledge, skills and experience match the criteria listed for the job. Make full use of this section and where possible give examples to show how you match the criteria we are looking for.

References

References of shortlisted candidates will be requested before interview (unless stated otherwise on the application form). Referees will be contacted via email and may be contacted by telephone.

At least one referee should be your current employer and you should provide a referee at your last post working with children if not currently doing so.

Two satisfactory references must be received before we confirm any offer of employment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.

Copies of references or references addressed 'to whom it may concern' will not be accepted. Relatives or friends will also not be accepted as suitable referees. An official employment email address must be provided; personal email addresses will not be contacted.

On receipt of your references, your referees will be contacted to identify their identity, relationship to yourself, any discrepancies, anomalies or relevant issues as part of our safer recruitment process.

Online Checks

Online Checks will be completed before the interview for shortlisted candidates. The purpose of completing an online check is to see if there is any information in the public domain that may impact on their suitability to work in a professional role with children. The online check is completed before interview so that any issues or concerns can be explored further at interview.

Declaration

Signing this section declares that you have read, understood and agreed to Tall Oaks Academy Trust's Privacy Notice and the information you have given in your application is to the best of your knowledge, true and correct and may be stored and used in accordance with the Trust's GDPR Policy.



Recruitment and Selection Statement

1. The Trustees are committed to:

- safeguarding and promoting the welfare and safety, and the spiritual, moral, social, and cultural development, of
- children and young people;
- promoting equality of opportunity and community cohesion where the diversity of different backgrounds and
- circumstances are appreciated and positively valued;
- promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and
- tolerance for those with different faiths and beliefs;

and expects all staff, volunteers, and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Trustees recognises the value of and seeks to achieve a diverse workforce, which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be based on merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race (which includes colour, nationality, and ethnic origin), religion or belief.

3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.

4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.

5. The following pre-employment checks will be required where applicable to the role and setting:

- receipt of satisfactory references
- Satisfactory social media checks
- verification of identity
- a satisfactory DBS disclosure if undertaking Regulated Activity
- verification that you are not barred from working with Children
- verification that you are not prohibited from teaching
- verification of medical fitness for the particular role
- verification of qualifications and of professional status where required e.g. QTS status
- the production of evidence of the right to work in the UK
- verification of successful completion of/exemption from statutory induction period
- verification that you are not subject to a section 128 direction preventing you from holding a management position within a school
- a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a valid disqualification waiver from Ofsted

NB It is illegal for anyone who is barred from working with children to apply for or undertake Regulated Activity.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.

7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all shortlisted candidates will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police) and any prohibitions prior to interview. When making a recruitment decision School will disregard any filtered convictions/cautions/reprimands, which were disclosed in error. Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Governing Board is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be discussed with candidates and decisions made on a case-by-case basis considering the nature, seriousness, and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information e.g. was it a caution or a conviction.
- How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).
- This Governing Board operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling, and security of Disclosure information.

8. In line with recommended practice in the statutory guidance "Keeping Children Safe in Education", the school will conduct searches for information on shortlisted candidates which is publicly available on-line. The purpose is limited:

- to identify issues which call into question the applicant's suitability to work with children;
- to verify employment history.

Only information related to the purposes stated will be shared with the Panel. Any information will be discussed with candidates at interview before any decisions regarding the recruitment process are made.

9. The school processes personal data collected during the recruitment process in accordance with its data protection policy. Data is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the school's retention schedule.

A copy of our Recruitment Policy is available upon request.

JOB DESCRIPTION

Post Title:	Chief Executive Officer
Salary Range:	Negotiable for a suitably qualified and experienced candidate
Accountable to:	Board of Trustees

The Chief Executive Officer will carry out their professional duties in accordance with, and subject to:

- The National Conditions of Employment for Headteachers and Education and Employment legislation
- The school's Academy Funding Agreement with the Department for Education and the Education Funding Agency's Academy Handbook

The Chief Executive Officer is accountable to the Trustees for the standards achieved and the conduct, management and administration of the schools, subject to any policies, which the Trustees may make.

PURPOSE

This is a key critical role in the Trust to shape and improve the educational provision for hundreds of young people across our primary sector and to lead the future development of the Trust and the component schools.

The CEO role will be to inspire, lead and set unambiguous expectations of staff and pupils by ensuring that the vision, values and ethos of the Trust are embedded into strategic and operational planning and are evident in the daily life of the academies. In addition, the post holder will deliver and sustain education excellence across the network.

The Trustees of the Tall Oaks Academy Trust are committed to safeguarding and promoting the welfare of children and young people. The Chief Executive Officer must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).

KEY RESPONSIBILITIES

The following duties are not fully exhaustive but are indicative. There might be other, similar duties which the post holder may be required to carry out.

The Chief Executive Officer's role will be to:

- Lead on raising pupil attainment in line with agreed targets at identified academies;
- Challenge educational under-achievement and inspire children to reach their full potential;
- Develop robust partnerships with Trustees, pupils, parents, the local community and other key stakeholders;
- Lead and motivate others, particularly working closely with the Headteachers, Assistant Heads and senior leaders, setting clear and aspirational goals;
- Manage the organisational and educational change necessary to achieve and sustain success;
- Develop the learning environment and facilities of academies in line with strategic aims;
- Ensure the efficient and effective management of all resources;
- Lead and direct allocated trust resources as necessary to improve pupil outcomes, staff management and organisational efficiency in line with the agreed implementation plan.

STRATEGY AND GOVERNANCE

1. To work with the Board of Trustees, Local Governing Bodies, Headteachers and other senior staff to define and deliver the Trust's vision, aims and objectives through inspirational and motivational leadership, clear strategic direction, demanding and measurable targets and supporting development plans.
2. To ensure the strategic development plan is underpinned by sound financial principles and planning in accordance with development priorities and targets to deliver well-resourced provision within the trust and its academies, facilitating constant improvement.
3. To be the Trust's Accounting Officer.
4. As Accounting Officer ensure there are effective systems in place for the management and monitoring of the Trust and academies' budgets and to ensure that financial returns are made in accordance with the requirements of the Academies Handbook, Governance Handbook, Education and Skills Funding Agency funding agreement and Companies House.
5. To attend meetings of the Board of Trustees, as necessary and provide Trustees with regular reports on developments and activities within the Trust.
6. To drive improvement and change within the Trust at all levels, taking responsibility for the Trust outcomes achieved.
7. To be responsible for the leadership of a high performing executive leadership team, including Central Team and Headteachers, regularly meeting to ensure a collective and consistent strategy is delivered.
8. To lead a culture of excellence which supports strong cohesion, effective communication, and facilitates meaningful collaboration, underpinned by a shared ethos and values.
9. To ensure each academy has outstanding leadership and governance capable of continually raising the quality of education, which delivers outstanding academic and personal development outcomes, through the growth of confident learners within a culture of inclusiveness.
10. To identify growth opportunities for the Trust and oversee a robust due-diligence process working with the Trust Central Team before committing to incorporating any new schools into the Trust.
11. To successfully lead conversions for any school joining the Trust, including overall responsibility for building relationships with school leaders and governors.
12. To ensure that the Trust policies and approach reflect a culture in which safeguarding has paramount importance and will be ultimately responsible for the success of the Trusts' safeguarding practices.

LEADERSHIP AND MANAGEMENT

1. To work with senior leadership teams to challenge, motivate and empower them to attain ambitious outcomes which maximise the educational and personal development of pupils and which meet the demands of the wider communities served.
2. To ensure individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation through performance management.
3. Maintain an accurate overview of the management of all issues within each of the academies, providing strategic leadership and direction with the Headteachers and LGB of each academy.
4. To maintain an inclusive and collaborative culture where Headteachers, schools and the Central Team work closely together to support each other.
5. To present a clear, accurate and comprehensive account of the Trust's performance to Trustees and Members of the Trust, and the local community, Ofsted, stakeholders and others concerned.
6. To ensure a strong succession-planning model is in place across the Trust, including supporting the growth of future leaders at all levels within the organisation.
7. To develop a culture of personal responsibility, recognising excellence and implementing strategies to address under performance, including an effective system of professional development.
8. To implement systems to ensure continuous self-evaluation of provision and performance and ensure its effective communication throughout the Trust to facilitate improvement.
9. To ensure robust policies are in place for the recruitment and retention of excellent staff, the effective deployment of human resources and the delivery of high-quality appraisal and continuing professional development.
10. To ensure that the Trust and its academies follow all relevant safeguarding regulations and advice, that each school has a Designated Safeguarding Lead and that safeguarding policy and practice enables the highest possible care towards vulnerable pupils.
11. To ensure a culture where the Trust is agile in responding to national and local needs, managing change and risk across the Trust and mitigating risk where necessary.
12. Be prepared to step in as Headteacher where there may be an unforeseen vacancy within the Trust for agreed periods of time.

QUALITY OF EDUCATION

1. To support and secure delivery of excellent teaching and learning throughout all academies within the Trust through the promotion of high-level professional standards, and rigorous monitoring and evaluation of teaching quality and pupils' achievement.
2. To ensure there is high quality curriculum provision and related assessment procedures in each Trust Academy to meet the needs of all pupil groups.

3. To work collaboratively with Headteachers to agree clear approaches to ensure that assessment procedures, attainment and progress measures within every school are accurate and consistent.
4. To be responsible for ensuring that all stakeholders receive appropriate and necessary reports on the development, progress and attainment of all pupils.
5. To ensure there are clear and transparent mechanisms, which inform parents and pupils about the curriculum, attainment and progress, as well as the contribution they can make in supporting their child's learning and achieving the academies targets for improvement.
6. To ensure the effective use of technologies, both in teaching and learning, and in operational matters to enhance provision, develop efficiencies and secure value for money as appropriate.
7. To work with appropriate senior leaders to build strong relationships between primary and secondary phase secondary phase schools and academies within local areas as required in order to secure higher levels of attainment for pupils and to secure high admission numbers within the Trust.
8. To develop strong relationships with educational partners and other stakeholders to enhance educational provision and widen opportunities for all pupils within the Trust.
9. To cooperate fully and transparently with external agencies and bodies, including Ofsted, to ensure they can acquire an accurate view of the structure, management and performance of the Trust and its schools.
10. As the leader of the Trust, keep up-to-date with developments and news in the education sector.
11. Strategically ensure a high proportion of good to outstanding teaching at each academy.
12. Ensure a wide range of activities for pupils to give them confidence in their ability to take on new challenges, raise aspirations and increase self-belief.

COMMUNICATION AND DEVELOPING THE TRUST

1. To develop close and effective working relationships with key partners and stakeholders including DfE, ESFA, Lincolnshire LA and Regional Schools Commissioner (RSC).
2. To remain abreast of educational and other developments impacting on the Trust and its academies, both locally and nationally, and ensure senior leaders are well briefed and operate within a flexible environment which is responsive to change.
3. To work with Headteachers and the Central Team to build capacity and identify opportunities to widen the Trust's provision for the benefit of local communities.

4. To oversee the arrangements for external communications with wider communities, the media and external agencies and bodies and promote the work of the Trust to a range of audiences, raising the profile of the Trust and its academies.
5. Develop academy strategies to support the sharing of facilities, resources, expertise and ideas that enable financial stability and well-being for the school communities.
6. Proactively lead efforts to grow and develop the Trust by incorporating additional schools.
7. Develop and coordinate partnership work; maintaining open, transparent and constructive relationships between parents, the local community, LA's, health and social care, etc., particularly in relation to vulnerable pupils or those with SEND.

SAFEGUARDING

Tall Oaks Academy Trust is committed to safeguarding and promoting the welfare of children and young persons at all times. The Chief Executive Officer will be responsible for promoting and safeguarding the welfare of all children for whom they are responsible, or with whom they come into contact, in accordance with the Trust's Safeguarding policy.

EQUAL OPPORTUNITIES

The Chief Executive Officer will be responsible for ensuring compliance with the Equalities Act 2010.

HEALTH AND SAFETY

The Chief Executive Officer will be responsible for ensuring compliance with the Trust's Health and Safety policies under the Health and Safety at Work Act (1974). They will ensure the safety of all parties, including members of the public, in premises or sites controlled by the Trust by ensuring compliance of procedures are observed at all times under the provision of safe systems at work through a safe and healthy environment and including such information, training instructions and supervision as necessary to accomplish these goals.

No job description can be exhaustive, and the duties may alter in practice or over time. The post holder is expected to use their professional judgment to ensure that the CEO role continues to evolve and develop in line with the Trusts' changing requirements.

PERSON SPECIFICATION

	Essential	Desirable	Assessment A = Application Form I = Interview T = Test D = Documentary Evidence
QUALIFICATIONS AND TRAINING			A / D
Degree Level Qualification		✓	
Qualified Teacher Status		✓	
MAT CEO / System Leadership Training		✓	
EXPERIENCE			A / I / T
At least 3 – 4 years’ experience of successful leadership at a senior level	✓		
Highly effective management of financial planning and budgetary management	✓		
Developing a strong team culture with senior leaders and fostering positive work ethos	✓		
Working and developing strong relationships with stakeholders	✓		
Demonstrate successful performance management of reportees towards outstanding outcomes	✓		
Active involvement in organisation self-evaluation and development planning, embed systems to ensure excellent outcomes are consistently delivered	✓		
THINKING ABILITY			A / I / T
Able to see the bigger picture and context within which Trust’s operate and understand how to act positively	✓		
A strategic thinker who can analyse and process complex information and data quickly and rigorously in order to make effective decisions	✓		
An ability to think analytically to undertake complex tasks in a systematic way	✓		
Thinks creatively and imaginatively to solve problems and identifies opportunities	✓		
Celebrates diversity and makes decisions to actively promote inclusion	✓		
Able to articulate and define a clear vision for the future	✓		
Able to demonstrate having planned appropriately for future success	✓		

	Essential	Desirable	Assessment
PERSONAL EFFECTIVENESS			A / I / T
Visible and approachable, empathetic and enjoys engaging with children, staff, parents and the wider community	✓		
Resilient and robust whilst also showing compassion in dealing with people and issues and is calm under pressure	✓		
Natural networker able to engage effectively and communicate with the wider community	✓		
Able to demonstrate sound judgement and prioritise issues/risks effectively	✓		
Can negotiate and consult effectively with the capacity to influence others, managing change with respect and sensitivity and ensuring appropriate decisions are made	✓		
Able to inspire high levels of performance in children and staff	✓		
High levels of personal organisation with excellent time management	✓		
Able to make clear and transparent decisions about the direction of the Trust	✓		
Able to develop and maintain an inclusive and collaborative ethos between academies and senior staff in the Trust	✓		
INTERPERSONAL RELATIONSHIPS			A / I / T
Demonstrates a variety of leadership styles and management approaches according to context	✓		
Ability to establish positive and productive working relationships with a wide range of stakeholders at all levels	✓		
Ability to engage positively and constructively with Headteachers and the Trust Board seeking their views while being unafraid to display clear leadership	✓		
Effectively engage and communicate at all levels, including listen to and inspiring children, staff, parents and the wider-community, as well as having a personal presence.	✓		
Able to bring presence and gravitas to the role while remaining approachable and professional at all times.	✓		
OTHER REQUIREMENTS			A / D
Demonstrate a firm commitment to the concept of Multi-Academy Trust and desire to see the Trust flourish and expand in a suitable manner.	✓		
Applicants must not be disqualified by law from holding directorships and must undergo an enhanced DBS check.	✓		



Tall Oaks Academy Trust
Whites Wood Lane, Gainsborough

Tel: 01427 613097

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