

## South Essex Alliance Multi Academy Trust is seeking an exceptional leader to be its new Chief Executive – is that you?

This is an incredibly exciting time for the Trust and we are looking for someone who is ambitious, innovative and can provide exceptional leadership in all matters academic, commercial, financial, and pastoral. Are you hungry for success? If so, you will want to lead the SEAMAT team!

<p><b>SEAMAT offers</b></p> <ul style="list-style-type: none"> <li>• A Trust that prioritises a deep commitment to a Learner First approach and UNCRC’s Rights of the Child to ensure every child can achieve the highest standards of which she/he is capable.</li> <li>• Three schools led by Headteachers who focus on ensuring that our staff and pupils are enabled to reach their full potential through strong improvement strategies</li> <li>• A strong leadership team who support the Chief Executive and take cross Trust responsibility for Quality standards, Wellbeing and innovative approaches to teaching and learning.</li> <li>• School sites that have extensive and attractive grounds with the potential to create Forest schools and other outdoor learning opportunities.</li> <li>• The opportunity for the new CEO to create our next three-year strategic plan taking the Trust to its next stage of growth.</li> </ul>	<p><b>The successful candidate will:</b></p> <ul style="list-style-type: none"> <li>• Be deeply committed to ensuring a Learner First approach is embedded in all aspects of the Trust’s operations.</li> <li>• Be responsible for the performance of all the schools within the Trust, instilling the vision and ethos of the Trust throughout the organisation.</li> <li>• Be a dynamic and inspirational leader who will be able to define and deliver our new strategy going forward</li> <li>• Ensure that all our schools are thriving and successful places where our pupils can be challenged to reach their full potential</li> <li>• Have a proven track record in successful leadership within a MAT and the confidence to utilise and embrace the expertise of teams you build as CEO.</li> <li>• Through sound business and financial strategies be able to ensure the continuing viability and potential for growth of SEAMAT.</li> </ul>
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### How to apply:

**Closing date:** January 6<sup>th</sup> 2023

**Interview dates:** 16<sup>th</sup> and 17<sup>th</sup> January 2023

**Start date:** Negotiable

**Salary:** L28 -L31

**Contract:** 0.8/0.9 negotiable

If you would like a discussion with the Chair of Trustees or to arrange a visit, please email [office@rayleigh.essex.sch.uk](mailto:office@rayleigh.essex.sch.uk)

*SEAMAT is committed to safeguarding and promoting the welfare of children and young people. All staff are expected to share this commitment. The successful candidate will be expected to undergo an enhanced DBS check.*

## Chair's letter to applicants

Dear Colleague

On behalf of the South Essex Alliance Multi-Academy Trust, I want to thank you for your interest in leading the SEAMAT team.

We are a unique and adventurous Trust that is committed to inspiring and nurturing the next generation. Most educational trusts would say this but it is the way we do it and how we are different, that is important.

First and foremost, we are a highly responsive learning organisation dedicated to putting our learners first and thus ensuring that they leave us with the capacity to become well-educated, rounded, community spirited young adults who are a global asset.

Our pro-active 'can-do' culture seeks out solutions to overcome barriers to learning with a sense of urgency. We are not afraid to move out of our comfort zone. Our schools follow an established nurturing and Wellbeing ethos supported by trained staff to identify and support pupils with any emotional, social, or behavioural needs.

We are developing our growth and improvement strategy in line with the government's 'Opportunity for All' and we are confident in our target setting. We have effective Local School Boards who ensure that our children receive the highest possible standards of education and care. We have a strong and dedicated board of Trustees, each of whom has responsibility for a specialist aspect of Trust governance. As such, we work closely with the Local School Boards, head teachers and senior teams to provide support and ensure that the Trust offers the highest standards of teaching and learning. At the same time, we are committed to providing the best possible working environments and career opportunities for all our staff.

SEAMAT is committed to building effective teams to support collaborative approaches to provision and foster respect and encourage openness and sharing of ideas. We create a supportive learning culture across the Trust, promoting a culture of common accountability in all areas for pupil performance and attainment. We carefully monitor the latest research to ensure our curriculum provision is relevant, appropriate and cutting edge. Our schools provide a consistent nurturing environment and encourage a love of learning. One of the schools has been identified as a centre of excellence for the delivery of its Wellbeing strategy.

Headteachers with the CEO form a strong leadership team who work together to drive the Trust Quality standards, Wellbeing and innovative approaches to teaching and learning. At the same time, they support each other in the achievement of the Trust's aim to ensure that every community has a school they recognise as their own.

The schools all have excellent travel links and are situated within easy travel distance of the main towns and London.

We are now looking for an exceptional educational professional whose leadership skills are equal to our ambitions for our pupils and the Trust, and who can lead us to the next stage of our growth.

Our new CEO will bring her or his own ideas, energy and initiative to the Trust, and will be an inspiration for the children and staff.

It is often difficult to get the feel of the schools simply from the information in an application pack. If you would like to arrange a visit or discuss the position with me please email [office@rayleigh.essex.sch.uk](mailto:office@rayleigh.essex.sch.uk).

The new Trust Charter is included with this letter to give you a flavour of who we are. It is currently under review and our new CEO will take the lead on developing it.

I hope you will decide to apply, and if this is the case, please include with your completed application from your supporting statement, which should relate closely to the person specification.

I look forward to receiving your application.

Yours sincerely

A handwritten signature in blue ink that reads "Paula Whittle".

Paula Whittle

Chair of Trustees

SEAMAT

# Our Charter

This document outlines why our education trust exists and how we educate the children who come to our schools. It provides an explanation of the principles that lie at the heart of our trust and what guides us in the work that we do.

## OUR CHARTER

*Our Charter is currently being reviewed by our whole trust community. Here is our draft statement:*

**PURPOSE:** Our partnership fosters stronger schools that can achieve more for all its people, now and for the future.

**VISION:** Children who come to our schools will know that we believe in them - that they can make a unique contribution to our diverse global community.

**MISSION:** It is our mission to ensure every child is lit up with learning; our approach is designed to nurture lifelong learners.

**CORE PRINCIPLE:** We are committed to Learner First. This is the key principle that guides us.

**OUR VALUES:** Care, Sustainability, Accomplishment, Creativity and Diversity.

**FOUNDATION:** The UNCRC Rights of the Child are a foundation stone for how our trust and schools operate.



## Our Foundation Stones



**The United Nations Convention on the Rights of the Children (UNCRC)** is at the heart of our organisation's ethos. All our schools work to be *Rights Respecting Schools*. We believe that by placing the principles of equality, dignity, respect, non-discrimination and participation at the centre of how we operate, our learners will experience improved wellbeing, will flourish academically and will develop into engaged, socially responsible citizens of the world.

It is important to us that our children have a **global perspective**. Being connected with their local community is important but so too is providing children with an understanding of the scale and diversity of our planet and of the human race. We want our pupils to have an enhanced knowledge and understanding about other countries, cultures and languages, and to have tolerance and empathy for our fellow global citizens.



**An ecological approach** recognises the complexity of the systems at play in our environment. Not only does this apply to how we view child development and how a variety of factors contribute to a child's education, it also leads us to pay attention to wider environmental matters. We provide opportunities for children to consider the part they can play in the health of themselves, each other and the overall health of the planet. Each school works towards the Eco Schools Green Flag and we encourage an ecocentric attitude that considers the impact of our actions on everything - not just the humans.

## VALUES

- **Care**

Care is expressed in different ways. Sometimes care is providing warmth and understanding, at other times it is shown through having high expectations. We care about the success of our learners and this translates into being committed to excellent teaching practice. We care that the children in our school are resilient and resourceful so this means that they will be challenged. We care that they are happy and feel loved and this will mean that our approach is positive and personal, and individuals are listened to and that basic needs are met. We care for our staff, for all our people. They are part of the strong network that enables our children to flourish. Everyone matters.

- **Accomplishment**

A sense of accomplishment brings with it satisfaction, confidence and contributes to a sense of well-being. It is often not enough to do something once to become accomplished or to produce something that is high quality and evokes pride. We build our skills and knowledge over time, within lessons, as part of a sequentially planned curriculum and through longer term projects with tangible outcomes. We know that mastery is achieved through revisiting concepts, building on prior knowledge, through inverting and translating knowledge into other areas and subjects. We provide these opportunities for our learners.

- **Sustainability**

Sustainability means being an ever-evolving and dynamic organisation that looks to a healthy future. This approach involves efficient and responsible resource management, environmentally driven decision making and deliberate succession planning. Sustainability also lies at the heart of our school curricula. Our schools all have ambassadors for the environment and children are asked to play an active role in thinking about how their school and their planet needs to be looked after for the next generation. We take a holistic approach to school improvement, taking our time to make decisions that will have long term benefit for our whole school community.

- **Creativity**

Making connections, transcending and evolving traditional thinking and generating new ideas or creations is meaningful and fulfilling. We have a duty to provide opportunities for creative thinking, and creative activity within our curriculum. We are also committed to a dynamic and creative culture across our organisation and wish our employees to have the agency to question, evolve, problem solve and bring new ideas to our trust. This will help us run efficient, technologically advanced, enriching schools for the benefit of our children.

- **Diversity**

We celebrate the diversity amongst us and the diversity of our global community. We do not ask, 'Do you fit' because that implies a need to change. We recognise the riches that all people bring to our schools and we know that children are best placed to succeed in the future if they are taught not just to tolerate but to embrace the power of difference.

## LEARNER FIRST

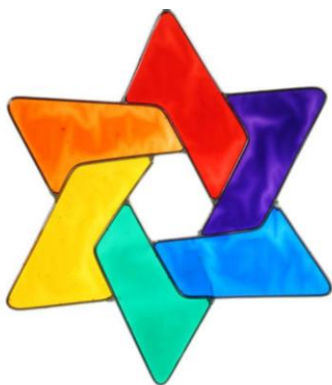
### ~ *Lit up with learning* ~

Learning is celebrated in our schools and our core mission is for every child to be lit up with learning. **The learner is at the heart of decision making** - it is our guiding light.

- Our schools actively celebrate learning - we communicate that it is exciting in all that we say and all that we do
- The adults in our schools are learners themselves, sharing their curiosity and commitment to learning with colleagues and with the children
- **The learner is at the heart of decision making** and we listen to the learner's voice in our schools
- Every opportunity is used; activities, processes and environments are designed to captivate and take children forward in their learning, always
- Excellent pedagogy is a key priority and all staff aspire to be skilful and ever-improving practitioners
- We encourage children to make decisions about their own learning, cultivating in them a sense of responsibility for their own success
- We see beyond the child's time at the school. Their learning after primary school is also our responsibility. We will always ask, how do we do the best for our children now so that they become lifelong learners?

### The Holistically Healthy Child

A holistic education incorporates a wide range of experiences and opportunities, and it is through this rich diversity that we enable children to become balanced individuals who have a secure sense of self. By providing authentic experiences whereby children take an active role in the development of themselves and their school, our pupils will experience a sense of belonging and accomplishment. We value health and wellbeing within our curriculum, and we value the power of connecting with our local and our global community. Our aim is to cultivate a sense of care and creativity; this will lead our children to want to make a difference in the world. They will naturally want to work hard, to be change makers and stewards of the planet. Childhood is the start of a journey. By enabling our pupils to be self-reflective, to be connected inwardly and outwardly and to recognise their own unique gifts, we are giving them a powerful start in life to become lifelong learners and good humans.



- A **spiritual** human being
- A **creative** human being
- A **caring** human being
- A **reflective** human being
- A **connected** human being
- A **healthy** human being

## **Our Schools**

Trustees are very proud of our schools; we have confidence and trust in our staff and encourage a close collaborative relationship with our Trust and the wider school community. There are strong, effective safeguarding and Wellbeing strategies in place across the Trust.

### **Rayleigh Primary School (Group 3)**

Rayleigh Primary opened in 1895 and is the oldest School in Rayleigh. Its central position in the town together with its high standards of teaching and learning mean it has long enjoyed an excellent reputation in the community with whom it has considerable links. The Headteacher is supported by not only her Leadership Team but also a proactive and hardworking LSB and Link Trustee.

The school is currently 'outstanding' and is expecting to be inspected this academic year. The SATS results for 21/22 showed good progress and attainment with KS2 outcomes in the top 20%.

With the School's age, siting and layout come unique issues but also exciting possibilities in terms of educational development. The distinctive building and grounds offer great potential for outdoor learning including the development of a forest school.

### **Wyburns Primary School (Group 2)**

Wyburns is a small Primary School set in beautiful grounds within walking distance of Rayleigh Town centre. The building has been modernised and brought to life with colour and clever use of the available space. The grounds provide opportunities for a varied approach to outdoor learning.

The Head leads a dedicated team, who strive for the highest academic achievement for every child in a nurturing environment. The school encourages resilience and celebrates the brilliance in every pupil. The LSB is evolving and has both new and more experienced members, all of whom are passionate about taking the school forward.

The recent Ofsted inspection identified significant strengths in Wellbeing and Pastoral care and the school maintained its 'good' grade.

### **North Crescent Primary (Group 2)**

Situated within easy walking distance of the Wickford Town centre, North Crescent school opened in September 1975. It is set in impressive grounds with a possibility of attaining forest school status; the building was originally constructed as an open plan design and though now divided into classrooms, retains its excellent flexibility.

The children have a wonderful community spirit and are eager to learn, through both structure and activity. The Headteacher has introduced a new and exciting curriculum which the new CEO will have the opportunity to support and guide to achieve the results the enthusiasm of the children and staff merit. The recent Ofsted report commented on the swift improvement being delivered by the Headteacher and her team.





## **SEAMAT CHIEF EXECUTIVE ACCOUNTING OFFICER: ROLE DESCRIPTION**

Position	Chief Executive Officer/Accounting Officer
Reporting to:	The Chair of the Board of Trustees
Salary:	L28-L31
Contract Type:	Permanent - 0.8/ 0.9 FTE negotiable
Direct Reports	Chief Operations Officer (Finance Director) ; Headteachers of the trust schools.

### **SEAMAT Mission**

Our Trust has at its heart a deep commitment to providing outstanding teaching and learning to all pupils that enables them to become the best they can be. It is enshrined in our Learner First strategy which puts the learner at the centre of all decision making .

### **PURPOSE OF THE ROLE**

The Chief Executive Officer, in executing all of the functions and responsibilities of the Chief Executive and Accounting Officer of the Trust, will

- Secure, develop and strengthen the Trust’s vision of education delivered through a Learner First strategy
- Work with Trustees and the Local School Boards to ensure robust governance structures actively add value to the work of SEAMAT
- Be the Lead Professional responsible for the development of Trust wide strategies and action plans for the improvement of educational standards across the Trust through the framework of the vision and values
- Secure educational success through inspirational leadership, effective strategic planning and execution that creates a culture of continuous improvement designed to secure the highest possible achievement for all in every aspect of the Trust’s provision.
- Ensure sustainability, compliance and the mitigation of risk
- Through sound business and financial strategies ensure the continuing viability and potential for the growth of the trust

### **As Accounting Officer the CEO will**

- Fulfil the statutory and regulatory responsibilities as set out in the Academies Trust Handbook
- Ensure compliance with the Trust’s Memorandum/Articles of Association and associated statutory, regulatory and legal requirements.
- Take responsibility for the propriety and regularity of public finances in the Trust’s charge
- Adhere to the 7 principles of public life
- Oversee the work of the Chief Operations Officer (Finance Director) , implementation and monitoring of the Trust’s internal and external financial reporting to the Trustee Board on a regular basis

## **Chief Executive Responsibilities**

### **1 Strategic Leadership**

The Chief Executive Officer leads through

- Articulating a clear leadership narrative for the growth and strategic development of the SEAMAT vision and values of LEARNER FIRST, reflecting the trust's definition of high quality and engaging education.
- Developing a clear organisational strategy and goals with the Board that reflect the Board's vision and the CEO's leadership narrative.
- Working with the executive team, staff, stakeholders, pupils and parents to develop communication methods to share the narrative and to inform and refine it where appropriate.
- Accessing opportunities to keep abreast of sector, local and national contexts to inform the ongoing work on strategy.
- Ensuring a healthy balance between central strategy and accountability, and the ability of each school to develop a sufficient sense of individuality and the ability to respond to local needs.
- Ensuring that strong 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.

### **2 Governance and Accountability**

The Chief Executive Officer leads through

- Building an open, transparent, and effective relationship with the SEAMAT board and its committees through investing sufficient time in developing relationships with the board including keeping them informed of key developments, successes and risks.
- Ensuring that there are clear processes for the CEO to formulate strategy enabling the board to engage fully with the process and endorse the strategy.
- Ensuring that the CEO and the executive team have developed clear and appropriate reporting mechanisms that contribute to efficient governance of the Trust.
- Welcoming accountability from the board and robust performance management, while encouraging the board to discharge this across all aspects of organisational delivery and performance.
- 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.
- Ensuring there is no overlap in the work and responsibilities of the executive team, and those of committees and local governing bodies, ensuring awareness of and adherence to the scheme of delegation.

### **3 Organisational Development**

The Chief Executive Officer leads through:

- Ensuring that the organisation is an 'employer of choice' and is staffed by talented and skilled individuals at all levels with a strong sense of purpose, commitment to talent management and development, sustainable workload, flexibility, and other key employment benefits.

- Building and developing a strong executive team to develop and deliver strategy and ensure organisational delivery, improvement and compliance across the Trust ensuring high performance and effectiveness across each aspect of the Trust's operations.
- Fostering a cultural and operational commitment to equality, diversity and inclusion.
- Bringing about organisational change and improvement through engaging and involving staff, ensuring a 'done with' rather than 'done to' model wherever possible.

#### **4 Teaching and Learning**

The Chief Executive Officer leads through:

- Supporting and securing delivery of excellent teaching and learning throughout all member schools promoting high-level professional standards; rigorous monitoring and evaluation of teaching quality and pupils' achievements; challenging educational under-achievement and inspiring children to reach their full potential within a culture of inclusiveness so that they become ambitious learners, ready to meet the world and enter the next phase of their education
- Ensuring a deep commitment to safeguarding and compliance with safeguarding responsibilities across the Trust, through effective leadership, training, systems, and monitoring both centrally and in all schools. .
- Fostering a culture of 'collective commitment' to all the Trust's schools among senior team members, leaders, and staff ensuring common accountability for pupil performance and attainment.
- Ensuring that the role of the executive team is about enabling continuous improvement as an organisational habit across the schools through effective quality assurance and effectiveness strategies.
- Fostering a culture of disciplined innovation, where staff are empowered to engage in research and development activity that furthers the organisation's vision and strategy and ensures that specialist staff stay at 'the cutting edge'.

#### **5 Finance**

The Chief Executive Officer leads through:

- Discharging the 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.
- Working with the Chief Operations Officer 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.
- Ensuring the Trust is run efficiently, effectively and in compliance with statutory and regulatory frameworks; ensuring effective systems are in place for the management and monitoring of the Trust and budgets of member schools; maximising financial resources, exploring opportunities for increasing levels of external funding and revenue, and securing value for money in all operations
- Ensuring the strategic development plan is underpinned by sound financial advice and business planning in accordance with development priorities and targets to deliver well-resourced provision within the Trust and its member schools to facilitate constant improvement.
- 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

#### **6 Partnerships and External relationships**

The Chief Executive Officer leads through: •

- Creating a sense of openness and proactive engagement with local, regional and national stakeholders prioritising partnerships that impact on strategy and create the optimum business and educational opportunities across the Trust.
- Steering the organisation to engage with relationships that will add value to the organisation and pupils' educational experience.
- 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.
- Building relationships with other local and regional MATs to share expertise, resources and to embark on shared procurement where appropriate.
- Working with the board to generate a culture of accountability to communities, parents, carers and other stakeholders both internal and external that ensure the trust is openly committed to understanding and meeting their general needs and expectations over time.

Any other duties commensurate with the role as determined by the Trust Board.

This Job Description will be reviewed annually to reflect the plans, growth and development of the Trust

**PERSON SPECIFICATION** - The trustees will be seeking evidence in the selection process which will include the application, interview and references.

<b>QUALIFICATIONS and EXPERIENCE</b>	<b>E</b>	<b>D</b>
Degree or above qualification(s); evidence of higher study relevant to executive leadership	√	
Qualified teacher status with proven teaching experience	√	
Extensive experience in education at a leadership level and strategies for improving education outcomes.	√	
Experience of leading complex organisations		√
Experience of business and/or education financial management monitoring and systems	√	
Adept at producing and presenting complex reports for a range of audiences	√	
Experience of negotiating contractual agreements		√
Knowledge of legislation affecting Multi Academy Trusts	√	
<b>SKILLS</b>		
Excellent management, leadership and planning skills	√	
High level analytical, strategic planning and organisational skills	√	
Outstanding communication skills – orally and in writing	√	
High level ability to direct/co-ordinate the work of others; team building skills	√	
Ability to demonstrate business focus and commercially minded approach to managing in the public sector with not for profit primary objectives		√
Secure understanding of academy finances including funding	√	
Innovative leader with a clear understanding of how to support a distributed team to deliver the desired outcomes of an education organisation	√	
Ability to think creatively to solve problems and identify opportunities	√	
Demonstrable success in achieving rapid and sustainable school improvement	√	
<b>PERSONAL CHARACTERISTICS</b>		
Commitment to Keeping Children Safe in Education and effective educational development of children	√	
Dynamic, technically strong, articulate, insightful, commercially astute and influential leader with the ability to operate at both strategic and operational levels	√	
A team player and team builder with excellent communication skills and a robust focussed approach to the delivery of key strategic imperatives	√	
Ability to work under pressure and to deadlines; prioritise and manage own time effectively	√	
High integrity and openness combined with a commitment to effective governance	√	
Achieve challenging professional goals; ability to be reflective and self- critical	√	
Ability to drive forward change in challenging circumstances	√	
Energy, vigour and perseverance; an enthusiastic leader with strong morale building skills	√	
Resilient and determined but able to provide support, demonstrate empathy and deal with staff and situations in a sensitive and considerate manner	√	

E = Essential     D=Desirable