

Job Description

Job Title:	Deputy Chief Executive Officer
Salary:	Negotiable
Responsible to:	Chief Executive Officer
Date of Job Description:	January 2025

Primary purpose of the Role:

To ensure school leaders are delivering the highest quality of education for pupils; through investment in people, collaborative partnerships and outward leadership.

To deputise for the CEO in their absence.

Main Duties:

The main duties are:

1. Strategic Direction and Planning

- As part of the trust's senior leadership team (SLT) support in setting and sharing a clear vision and long-term strategy for the trust.
- Identify talented colleagues and develop their leadership expertise to build and sustain succession planning across the trust.
- Develop strategy with school leaders, identifying areas for improvement, action plans and supporting school leaders to lead and bring about the desired improvements.
- Support and maintain a culture of mutual accountability and the development of others based on our core values of excellence, integrity and resilience.
- Work with local, regional and national organisations to mitigate deep-rooted and challenging socio-economic issues that impact on our schools and stakeholders.

2. Leadership and Management

- To deliver and model an [outward leadership approach](#).
- Line manage Headteachers as agreed within the trust SLT structure.
- Line manage the school improvement team
- Work with the trust SLT and School Improvement Team to evaluate school improvement planning and conduct/lead/design effective quality assurance across the organisation.
- Hold regular development meetings with school leaders to support improvement work and accountability.
- Actively seek partnerships and relationships with external organisations to enhance and develop expertise and practice in our schools.

3. Accountability

- Responsible for effective implementation and impact of aspects of the trust improvement strategy.
- Work with the trust SLT to ensure effective accountability of school leaders.
- Enhancing staff development and job satisfaction.
- Hold the school improvement team and other appointed partners as required, to account for the impact of their work.
- Represent FCAT locally and regionally, for example liaising with local authorities, DfE, and local trusts.
- To support the financial sustainability of the trust through the effective use of public funds, resources and the achievement of best value.

4. Quality of Education

- Ensure school leaders and leadership teams understand the key barriers to learning experienced by pupils and development programmes for school staff to mitigate against these barriers to enable the best levels of engagement and outcomes for pupils possible.
- Work with school leaders to implement effective systems that support sustained improvements for pupils.
- Have a clear vision for developing the curriculum and improving the quality of all provision and equity in opportunity for pupils as they progress through their education.
- Report to the CEO and trustees on the quality of education and identify areas in need of improvement along with strengths in practice.
- Facilitate effective collaboration between schools and colleagues that provide tangible improvements in the quality of education for pupils, ensuring:
 - Common curriculum design and planning that build on collaborative practice and impact positively on workloads
 - Strong understanding of the regulatory frameworks we are operate in
 - Accurate self evaluation of school performance
 - Leaders' understanding of how pupils learn is reflected in the chosen pedagogy to implement the curriculum
 - A strong culture of safeguarding and inclusion

5. Systems and Processes

- Make appropriate use of school performance and management information to inform development meetings and support for school leaders to improve their effectiveness.
- Make effective use of the risk register system to inform strategic leadership decision making and communication with school leaders on emerging risks at school level.
- Support the trust SLT to maintain and manage risk by using financial, human resource, ICT and governance information, to address early signs of decline or concern.
- Ensure the work of the trust data lead enables and informs school and trust leaders on strengths and weaknesses at school and trust level.

- Work with the trust SLT to ensure appropriate policy and process development and implementation in line with legal requirements across all organisational functions.
- Support the CEO in the development of trust governance at school level.
- Use formal systems such as development reviews, school reviews and quality assurance processes to report to the CEO on the progress towards our strategic goals.

General

- To adhere to FCAT's safeguarding policy and procedures to ensure that the duty of care for all staff, including yourself to protect children and young people is maintained.
- To ensure compliance with the general data protection regulations.
- To act as a role model, to encourage and promote non-discriminatory behaviour and ensure equality and diversity is sustained within our trust.

Person Specification

Expertise, knowledge and skills required for this post:

- Expertise in executive leadership is preferable or senior leadership within the education sector (essential).
- Qualifications - degree level essential, higher degree, eg masters level or above is desirable.
- An understanding of the impact your leadership has on others.
- Be able to motivate, support and develop leaders you line manage.
- Ability to lead change effectively and bring about collaborative practices.
- Ability to make considered and clear decisions based upon accurate analysis and interpretation of information that supports accountability across the organisation.
- Deep and current knowledge of the state education sector and awareness of potential developments.
- Ability to build positive relationships with our stakeholders.
- Tangible record of improving an organisation's outcomes.
- A sound understanding of the regulatory frameworks we operate in, for example the Academies Handbook, financial and employment regulations and schemes of delegation.
- Expertise in effective financial and staffing resource planning and delivery.
- Ability to work accurately and effectively under pressure to meet deadlines.
- Ability to delegate work and hold leaders accountable in an appropriate way.
- Expertise in strategic planning, to include successful identification and implementation of organisational/education solutions.
- Ability to enhance an organisational culture that supports and develops colleagues to be able to do their job better.
- A record of professional development that supports and improves your leadership expertise.
- Resilience and ability to support leaders' in challenging contexts.
- A recognition of the context our schools operate in.