

# INVICTUS

Education Trust

## CANDIDATE INFORMATION PACK



Learn with **us**, Work with **us**, Belong with **us**!

## Job Description

<b>JOB TITLE:</b>	Director of Education (Secondary)
<b>ESTABLISHMENT:</b>	Invictus Headquarters
<b>RANGE:</b>	Executive Leadership Pay Range, points 17 to 21
<b>REPORTING TO:</b>	In line with organisation structure
<b>RESPONSIBLE FOR:</b>	In line with organisation structure
<b>LIASING WITH:</b>	CEO, DCEO, Headteachers, Senior Leadership Team, Governors, teaching and professional services staff, outside agencies, and the Trust's central team

## Main Purpose

At Invictus Education Trust, we believe in the transformative power of education to unlock every child's potential. Guided by our core values of respect, resilience, and relationships, we are committed to ensuring that every student achieves their best, regardless of background or circumstance.

As Director of Education (Secondary), you will play a pivotal role in driving this vision forward, championing excellence, equity, and aspiration across all schools in our multi-academy trust. Your leadership will focus on improving outcomes for every learner, with a particular emphasis on empowering disadvantaged and high-prior-attaining students to thrive.

Working collaboratively with school leaders and the Trust's Executive Team, you will foster a culture of respect for all, build resilience in both students and staff, and strengthen relationships across our community. This is a rare opportunity to make a lasting difference, leading rapid and sustained improvement across our family of schools.

## Main Duties

### Strategic Leadership:

- Collaborate with the CEO, DCEO, the Executive Team and school leaders to shape and implement a bold and ambitious improvement strategy that embodies the Trust's core values.



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#### Vision

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#### Values

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- Ensure the strategy drives exceptional outcomes for all pupils, with a focus on equity and opportunity for disadvantaged learners and those with SEND.
- Manage the delivery of the improvement offer to Invictus establishments, including work involving consultants and education advisors as appropriate.
- To effectively line manage secondary headteachers and key members of the central team, in line with the organisation structure.
- Direct and ensure improvements in progress through the curriculum and attainment for disadvantaged students so that they make progress at least in line with other students nationally in all schools.
- Strategically lead on the Trust High Quality Inclusive Education strategy and the School Improvement strategy, ensuring all students across the Trust have access to the highest standards of education.
- Strategically lead and deliver on a Trust SEND strategy, ensuring the attainment and progress of SEND students, holding headteachers to account for this.
- Support and challenge leaders to improve student and staff performance and to develop their own leadership skills, resulting in highly effective schools.
- To lead on cross trust strategic initiatives to ensure greater alignment and collaboration, delivering improvements in students' overall educational experience and outcomes.

### **Curriculum Excellence:**

- Ensure school leaders are delivering a rich, well-sequenced curriculum that inspires, challenges, and reflects our values of respect, resilience, and relationships.

### **Professional Development:**

- Work with the Director of Invictus Institute to provide bespoke, inspiring professional learning opportunities that empower staff at all levels to excel and demonstrate resilience in their roles.

### **Data-Driven School Improvement:**

- Work with the Executive IT Management team to ensure that accurate information about student performance is gathered, analysed and presented effectively for Invictus Leaders and Trustees.
- Assessing the development, progress and attainment of pupils
- Reporting on the development, progress and attainment of pupils
- To be available as a line of support to cover lessons at any school within the Trust in situations of urgent need
- To be available to cover for any Headteacher within the Trust during situations of urgent need
- Make effective use of data analysis to create and implement a robust quality assurance system. Use robust data analysis to identify strengths, address gaps, and



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drive improvement. Ensure data systems align with DfE requirements and support a culture of accountability and respect for evidence-based decision-making.

- Ensure challenging school targets are set and met.

### **Leadership Development:**

- Lead and deliver on the Trust School Improvement framework, ensuring each school receives bespoke challenge and support, that leads to improvements in overall attainment and progress.
- Identify, support, and develop leadership talent across the Trust, fostering a culture of mutual respect and collaboration.
- Provide tailored induction and professional growth opportunities for Headteachers to build resilient and effective teams.
- Be a proactive, and effective contributor to the Invictus Executive, and Board
- Ensure effective performance development arrangements are in place for Headteachers.
- Ensure that all new Headteachers have a thorough, bespoke and differentiated induction experience so that they reach their potential and build effective Senior Leadership Teams

### **Accountability and Ofsted Preparation:**

- Work with school leaders to set ambitious targets, ensuring thorough preparation for Ofsted inspections that secures the best possible outcomes.
- Take responsibility, with the CEO and DCEO for ensuring that preparation for and follow up to all Ofsted inspections are thorough, robust and lead to the very best possible outcomes.

### **Collaboration and Partnerships:**

- Build and sustain strong, respectful relationships with leaders across the Trust, fostering a shared sense of purpose. Develop partnerships that enhance opportunities for staff and students, aligned with our values.
- Develop new external partnerships and relationships that will benefit all Invictus schools.

### **Governance and Compliance:**

- Develop and implement effective reporting on standards to the Executive, the Education, Safeguarding and Standards Committee and the Trust Board.
- Support effective governance through training, planning, and robust quality assurance. Uphold safeguarding, GDPR, and health and safety requirements, ensuring a culture of vigilance, respect, and accountability.



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- Work with Headteachers to ensure effective governance through planning, training and quality assurance systems.

## **Other Duties**

- Play a full part in the life of the Trust community, to support its vision, mission and values.
- Be an ambassador of the Invictus ethos and to encourage and ensure staff and students follow this example.
- Be courteous to colleagues and be welcoming to visitors.
- Comply with the Trust's Health and Safety Policy and undertake risk assessments as appropriate.
- Take an active role in school events such as open evenings, school proms, school productions, this could include managing and coordinating events etc.
- Any reasonable task as directed by the CEO/DCEO. Any tasks which is appropriate to the post level in order to maintain/enhance organisational effectiveness which may include deployment to other departments, to include cover for absent colleagues and/or relocation to areas of need.
- Whilst every effort has been made to outline the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to carry out any reasonable request to undertake work of a similar level that is not specified in this job description.
- This job description is current at the date shown but following consultation may be changed to reflect or anticipate changes in the job which are commensurate with the job title and salary.

## **Support For the Trust**

- To take a full part in promoting the good name of the Trust and contributing positively to the overall ethos/work/aims of the Trust
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security confidentiality and data protection
- Comply with the Trust's dress code
- Attend and participate in meetings as required
- Participate in training, other learning activities and appraisal as required
- Recognise own strengths and areas of expertise and use those to advise and support others

It is the responsibility of all adults employed by Invictus Education Trust to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children or young people.



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## **Safeguarding Requirements**

We are deeply committed to safeguarding and promoting the welfare of Children and expect all Staff and Volunteers to share this commitment. All necessary Safeguarding checks will be undertaken which must have satisfactory outcomes, otherwise the conditional job offer may be withdrawn. Details of the checks that will be undertake can be found at: [Keeping Children Safe in Education, 2024](#)

This role has been assessed as working in regulated activity and is subject to an Enhanced DBS plus Children's Barred List Check.

**It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children.**

This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). This means that certain convictions and cautions are considered 'protected' and do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website:

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>.

Positions at the school are exempt under the Rehabilitation of Offenders Act 1974 and as such appointment to a post will be conditional upon the receipt of a satisfactory response to a check of police records via the Disclosure and Barring Service (DBS). DBS Filtering guidance can be found on the GOV.UK website.

<https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide>



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## Person Specification

	ESSENTIAL	DESIRABLE
QUALIFICATIONS (A)	<ul style="list-style-type: none"> <li>Degree in a relevant discipline</li> <li>QTS</li> <li>Recent and relevant leadership development training</li> </ul>	<ul style="list-style-type: none"> <li>Postgraduate qualification in education, leadership, or a related field</li> <li>NPQH, NPQEL or similar leadership qualification</li> </ul>
EXPERIENCE (I)	<ul style="list-style-type: none"> <li>Substantial and successful senior leadership experience in secondary education (e.g. Headteacher or Executive Headteacher)</li> <li>Proven track record of improving educational outcomes, particularly in challenging contexts</li> <li>Experience of holding others to account through performance management and quality assurance systems</li> <li>Demonstrated impact on raising attainment and improving progress (e.g. Progress 8, Attainment 8)</li> <li>Leadership of innovation/change management with evidence of positive impact</li> <li>Work with a range of external agencies to accelerate improvement</li> </ul>	<ul style="list-style-type: none"> <li>Experience of leading improvement across multiple schools or within a Multi-Academy Trust</li> <li>Experience working with schools in Ofsted categories or those requiring rapid improvement</li> <li>Experience reporting to or working closely with Trustees, Governors, Ofsted or the DfE</li> <li>Experience of leading successful cross-trust or regional collaboration initiatives</li> </ul>
SKILLS AND KNOWLEDGE (A & I)	<ul style="list-style-type: none"> <li>Deep understanding of secondary curriculum, assessment, and pedagogy</li> <li>Highly proficient in interpreting educational data to drive decision-making</li> <li>Track record of supporting and/or leading rapid and sustainable improvement in underperforming secondary schools</li> <li>Strong knowledge of safeguarding and inclusion, including SEND and behaviour systems</li> <li>Skilled in designing and implementing robust QA and self-evaluation processes</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of post-16 progression pathways and KS5 leadership</li> <li>Excellent knowledge of primary education</li> <li>Able to anticipate educational trends and lead innovative approaches to curriculum, pedagogy, and digital learning</li> </ul>



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	<ul style="list-style-type: none"> <li>• Confident leading change with clarity, empathy, and resilience in dynamic or challenging contexts</li> <li>• Deep understanding of secondary curriculum design and implementation, including alignment with Ofsted expectations and national frameworks.</li> <li>• Experience in designing and delivering robust QA processes, including teaching and learning reviews, self-evaluation, and performance management</li> <li>• Proven ability to develop and deliver educational strategies that raise standards and drive school improvement across multiple secondary settings.</li> <li>• Committed to growing leadership capacity across schools; skilled in coaching and mentoring senior leaders</li> <li>• Strong understanding of statutory safeguarding duties and how to embed inclusive practices that meet the needs of diverse learners.</li> <li>• Expert in thinking and planning strategically and creatively</li> <li>• Skilled in analysing and interpreting performance data (e.g. Progress 8, Attainment 8, attendance, exclusions) to inform priorities, monitor impact, and hold others to account.</li> <li>• Strong knowledge and understanding of external assessment/examination and reporting measures</li> </ul>	
<b>PERSONAL QUALITIES</b> (1)	<ul style="list-style-type: none"> <li>• Hold and articulate clear values and strong moral purpose that aligns to the Invictus values</li> <li>• Committed to educational equity and improving life chances for all young people</li> <li>• Strategic thinker with strong moral purpose and integrity</li> <li>• Highly effective communicator—both written and verbal—with the</li> </ul>	<ul style="list-style-type: none"> <li>• Strong reputation as an expert in secondary education, with up-to-date knowledge of policy, research, and national priorities.</li> <li>• Passionate about fostering student voice</li> <li>• Ability to model vulnerability and self-</li> </ul>



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	<p>ability to influence, inspire, and challenge constructively</p> <ul style="list-style-type: none"> <li>• Resilient and able to remain calm under pressure</li> <li>• Builds trust quickly and maintains strong relationships across a range of stakeholders</li> <li>• Values collaboration, inclusion, and staff development</li> <li>• Ability to build strong relationships with headteachers, governors/trustees, parents, students, and external agencies</li> <li>• Demonstrate optimistic behaviour, positive relationships and attitudes towards all members of the Invictus Education Trust community</li> <li>• Lead by example with creativity, integrity, resilience and clarity</li> <li>• Highly organised with excellent time management skills</li> <li>• Approachable and sensitive to the needs of others</li> <li>• Develop and sustain wide current knowledge and understanding of education and school systems locally, nationally and globally, and pursue personal development</li> <li>• Work with political and financial astuteness, within a clear set of principles centred on the Invictus vision, ably translating local and national policy into the Trust's context</li> <li>• Entirely committed to safeguarding and promoting the welfare of all children and young people in the Trust</li> </ul>	<p>awareness in leadership</p> <ul style="list-style-type: none"> <li>• Confident yet humble leadership style, encouraging collective ownership</li> <li>• Keen to engage in personal learning and national networks of practice</li> </ul>
<p><b>FLEXIBILITY</b> (1)</p>	<p>To work flexibly to meet the needs of the Trust and its educational establishments. The holder of the post can be required to work in any location within the Trust.</p> <p>Willing and able to travel regularly across the Trust or partnership schools</p> <p>Able to work flexibly to meet the demands of the role</p> <p>Willingness to represent the Trust in external forums, conferences or panels</p>	



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