Briefing Pack for Applicants
Head of Operations

Minerva
Learning Trust

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.

Minerva
Learning Trust

Contents

Section 1: Post Advertisement 1
Section 2: Letter from the Chief Executive – Bev Matthews 3
Section 3: About our Trust 5
Section 4: Valuing our Staff 10
Section 5: Job Description 13
Section 6: Person Specification 17
Section 7: The Appointment Process 19

May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: **Head of Operations**
Location: **Central Office with travel between schools**
Pay scale: **Senior Officer Pay Scale Band 1 – SO1: £67,162 to SO5: £73,499 gross per annum**
Contract: **Permanent, full time, 37 hours per week, 52 working weeks**
Start date: **January 2027**

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision. We have a strong track record of school improvement, successfully improving schools.

At Minerva Learning Trust, we know that exceptional education does not happen by chance. Behind every successful school, every inspiring classroom and every positive outcome for young people are the people, systems and environments that make excellence possible.

As a growing and ambitious Trust serving communities across Sheffield and North Derbyshire, we are committed to ensuring that every child receives the high-quality education they deserve. As we strive to deliver our Minerva 2.0 strategy and strengthen our family of schools, we are looking for an exceptional Head of Operations to join our Central Team, as part of our Executive Leadership Team, and play a vital role in shaping our future.

This is a significant leadership opportunity for an experienced operational professional who is motivated by making a difference at scale. Working closely with the CEO, Executive Team, school leaders and colleagues across the Trust, you will lead the operational services that enable our schools to focus on what matters most: delivering exceptional experiences and outcomes for children and young people. This role will be fundamental in creating the environment and conditions for every child to thrive.

The role encompasses strategic responsibility for estates, compliance, health and safety, procurement, capital projects, sustainability and ICT, governance and operational improvement. However, this role is about much more than systems and processes. It is about creating safe, effective and inspiring environments where staff can perform at their best and pupils can flourish.

At Minerva, we are proud of our collaborative culture and our shared commitment to being Outstanding Together. Our schools benefit from strong partnerships, professional trust and a collective belief that we achieve more when we work together. We are ambitious for every child, every school and every member of staff, and we are looking for someone who shares those ambitions.

We are seeking a leader with strategic vision, strong operational expertise and a proven track record of delivering improvement within a complex organisation. You will be equally comfortable developing long-term plans, leading significant projects and building strong relationships with stakeholders at every level. Most importantly, you will understand that operational excellence is not an end in itself; it is the foundation upon which outstanding education is built. Strong financial acumen and experience of planning and managing complex capital projects is a must.

This is a rare opportunity to influence an organisation that is ambitious about its future and deeply committed to serving its communities. The successful candidate will help shape the next phase of Minerva's development, ensuring that our schools have the environments, resources and support they need to continue transforming lives through education.

If you are inspired by the opportunity to combine strategic leadership with meaningful impact, and if you share our belief that every child deserves the very best opportunities to succeed, we would be delighted to hear from you.

Join us and help shape the future of Minerva Learning Trust.

Candidates to arrange an informal discussion about the role. Arrangements for this can be made by contacting Sara Bailey, Trust Executive and Governance Assistant, via e-mail sbailey@central-mlt.co.uk.

The closing date is at 9am on Monday 2 November 2026 and interviews will take on Tuesday 17 November 2026 at the Trust's Central Office.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website - Statutory Information - Minerva Learning Trust. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

The application form and information pack is available on the Trust website All Vacancies - Minerva Learning Trust . **Please ensure that you do <u>not</u> fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.*** Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in the role of **Head of Operations at Minerva Learning Trust**. This is an exciting opportunity to join a successful and ambitious Trust at a significant point in our development and help shape the next chapter of our journey.

Minerva Learning Trust has grown from its Sheffield roots into a thriving cross-phase trust serving more than 7,500 children and young people across Sheffield and North Derbyshire. Over recent years, we have built a strong reputation for collaboration, inclusion and school improvement, whilst remaining firmly committed to our core purpose: ensuring every child receives an exceptional education, regardless of their background, starting point or circumstances.

As we continue to deliver our ambitious Minerva 2.0 strategy, we are seeking an exceptional operational leader who shares our values and our determination to create the very best environments for children, young people and staff to thrive.

At first glance, a Head of Operations role may appear focused on systems, compliance, estates and ICT infrastructure. While these responsibilities are undoubtedly important, this role is about much more than operational oversight. It is about creating the conditions in which great schools can flourish. Outstanding teaching and learning can only happen when buildings are safe and welcoming, resources are deployed effectively, systems are efficient and leaders have confidence that the operational foundations of the organisation are secure.

As Head of Operations you will join as a member of our Executive Leadership Team. You will have the opportunity to influence every aspect of our operational provision across the Trust, from estates, health and safety and compliance, through to procurement, governance, sustainability, digital transformation and business improvement. Working closely with colleagues across our Central Team, Headteachers and Executive Leadership Team, you will help shape and deliver a strategic operational vision that supports our schools both now and into the future.

The successful candidate will join a Trust that is ambitious, values-led and collaborative. At Minerva, our guiding principle is simple: **Outstanding Together**. This is far more than a strapline. It reflects our belief that schools are strongest when they work together, share expertise and support one another in the pursuit of excellence. While each of our schools retains its own identity and serves its own community, they benefit from the collective strength, support and professional networks that come from being part of a wider family of schools.

Our commitment to collaboration extends beyond education. We believe in investing in our people, developing leadership at every level and creating an environment where colleagues feel supported, challenged and valued. We are proud of our culture of trust, integrity and continuous improvement, and we are looking for someone who shares these values and can help us build upon them.

The impact of this role will be significant. Every improvement made to our operational systems, processes and environments will ultimately improve the experience of the children and young people we serve. You will play a key role in ensuring our schools operate safely, effectively and sustainably, whilst supporting strategic projects that strengthen the Trust's capacity to grow and deliver excellence. Whether through overseeing major capital developments, improving operational

efficiency, enhancing compliance, strengthening digital infrastructure or leading organisational improvement, your contribution will be felt across every school and by every pupil.

Looking ahead, we see this role as central to achieving our ambitions for Minerva. We want to continue developing a Trust where operational excellence enables educational excellence. We are committed to providing safe and inspiring learning environments, maintaining the highest standards of compliance and assurance, driving innovation and digital transformation, delivering excellent value for money and ensuring our schools have the support they need to focus relentlessly on improving outcomes for children and young people.

For the right candidate, this represents a genuine opportunity to make a lasting contribution to one of the region's most ambitious and collaborative trusts. You will work alongside talented leaders, contribute to meaningful organisational development and help shape the future direction of Minerva Learning Trust.

We are looking for an experienced and values-driven leader who combines strategic thinking with practical delivery, someone who can see both the bigger picture and the operational detail, and who understands that operational excellence is never an end in itself. Rather, it is the foundation upon which exceptional educational experiences are built.

If you are inspired by the opportunity to influence education at scale, lead meaningful change and make a lasting difference to the lives of children and young people, I would be delighted to receive your application.

Thank you for your interest in joining Minerva Learning Trust.

Bev Matthews
Chief Executive Officer

Section 3: About our Trust

Who We Are

Minerva Learning Trust is an educational charity that has the single objective 'to advance education for public benefit'. As such:

- The Trust is legally accountable for the education of every child, the professional performance of every employee and the health and safety of the working environment
- The workforce is a single "faculty of education" who work together even though their places of work are located on different school sites
- The Board of Trustees, who are appointed by the Members, are the governing body of the Trust. Every other governance group is a sub-committee, including Local Governing Bodies
- The CEO is the Accountable Officer

The Trust was established in October 2014 with the vision of providing outstanding education for students from a wide variety of backgrounds across Sheffield.

During 2017/2018, the Trust united four secondary schools to establish a strong partnership, supporting the teaching and learning of approximately 5,500 students.

In September 2020, Chapeltown Academy converted to academy status with Minerva, enhancing post-16 provision in the north of the city. This growth continued in September 2021, when Woodthorpe Primary School became the Trust's first primary school, marking the beginning of an exciting expansion into the primary phase.

In 2024, the Trust merged with another Derbyshire-based trust, adding three primary schools and one secondary school with post-16 provision. This expansion significantly increased our student population to 7,500, further strengthening our commitment to delivering high-quality education across all phases.

As a growing Sheffield and North Derbyshire-based Multi-Academy Trust, we believe that we are stronger together. Each school within the Trust has its own unique strengths, and we celebrate their diverse qualities. We are passionate about ensuring all students experience a happy and fulfilling education, reaching their full potential.

Minerva Learning Trust is led by Chief Executive Officer Bev Matthews and Chair of the Trust Board, John Doyle. Bev is an experienced Headteacher and School Improvement Leader, while John is an experienced Governor, having previously served as a senior leader in the local authority.

The Trust employs just over 1000 staff across our schools and central services, and we are committed to providing career opportunities and professional development which allows people to make a positive contribution to the delivery of our vision.

What We Do

Our aim is to deliver an outstanding education for all students, staff and stakeholders.

We do this through an ethos of collegiality, placing students at the centre of all that we do. We are an inclusive Trust; our students show a high level of care for each other and respect each other's diversity. We do not allow disadvantage to be a barrier to learning and we support all our students to be the very best.

Why We Exist

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Working Together, Learning Together and Outstanding Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values, we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do, and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected, and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

Our Mission, Vision, Values and Beliefs

OUR MISSION

To provide an outstanding education for students, staff and stakeholders within the Trust.

OUR VISION

Our mission is underpinned by our vision that we are 'Stronger Together'

WORKING TOGETHER

Our students, staff and stakeholders work in partner-ship to maximise attainment and achievement and create successful and confident citizens.

LEARNING TOGETHER

Our students, staff and stakeholders learn collaboratively with each other to develop a highly skilled workforce which impacts positively on students' life chances.

OUTSTANDING TOGETHER

Our students, staff and stakeholders work tirelessly and efficiently to develop an outstanding quality of education in all our schools.

OUR VALUES

Our values underpin all of the work that we do and the decisions that we make.

INCLUSION

We place the needs of our students at the heart of everything we do and we all support and encourage each other.

INDEPENDENCE

We promote and support strong leader-ship within our students, staff and stakeholders and we are all accountable for each other.

RESPECT

We recognise and appreciate the diverse qualities of our students, schools and stakeholders and we all care for each other.

SUCCESS

We celebrate and communicate our successes; share good practice and we all promote a culture of continuously learning from each other.

OUR BELIEFS

We believe that:

- we will have a significant impact on young people in our region by providing an outstanding provision
- we can empower exisiting and aspiring leaders to drive school improvement
- through quality of education we can support students to be successful in life after school and to positively contribute to society
- a child's background and circumstances should not pre-determine their future
- we can enrich the learning experience for all our students by providing aspirational opportunity beyond the classroom

Our Schools

We are very proud of all our schools. Each school serves a very different community within Sheffield, which contributes toward the inclusive nature of the Trust and is something we are very proud of.

The benefits of this mean that we have schools in close proximity to each other which provides huge opportunities for staff and students alike to work with and learn from each other. No school is seen as the lead school and every school within the Trust is expected to be a 'giver' and 'receiver' of support.

We have a shared set of values and a common mission which ensures that every child receives the education they deserve. Each school within the Trust retains its cultural autonomy, but we work together to ensure best practice becomes shared practice.

Each of our schools is led by a Headteacher with a Senior Leadership Team of Deputy and Assistant Headteachers. Headteachers are responsible for the overall success of the school and for developing a professional and effective working relationship with the Local Governing Body.

HAPELTOWN ACADEMY
INSPIRING EXCELLENCE AND SUCCESS
Ecclesfield
SCHOOL
STOCKSBRIDGE
HIGH SCHOOL
This is Just the Start
Woodthorpe
Primary School
HIGH STORRS SCHOOL
DUNSTON
BARROW HILL
ACADEMY
Whittington Moor
Nursery and Infant Academy

Schools within our Trust are listed below, alongside an overview of their context

Academy	Headteacher	Age range	Pupil Admission Number
Barrow Hill Academy	David Smith	2-11	118
Chapeltown Academy	Dom Pinto	16-19	300
Dunston Primary and Nursery Academy	Louise Parker	2-11	270
Ecclesfield School	Richard Walkden	11-16	1750
Handsworth Grange	Suzy Mattock	11-16	1025
High Storrs School	Claire Tasker	11-18	1680
Netherthorpe School	Rachel Sutcliffe	11-19	907
Stocksbridge High School	Dave Williams	11-16	900
Whittington Moor Nursery and Infant Academy	Joanne Mappin	2-7	120
Woodthorpe Community Primary School	Dave Smith	3-11	455

Section 4: Valuing our Staff

Why Choose to Work for Minerva Learning Trust?

The Trust recognises that the commitment and care shown by all our people are fundamental to the success of our young people and we promise our staff that they will be supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment.

Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

Wellbeing Charter

Alongside students, our staff are our most important asset, and we are committed to being an employer of choice across our region. A happy and healthy workforce is vital for the success of our students, and we are developing our approaches to staff wellbeing. The charter below gives a flavour of our thinking and direction of travel toward ensuring our Trust is a great place to work.

Emotional Pillar

An employee assistance programme with a confidential helpline that any member of staff can ring for support at any time.

Swift referrals to Counselling support and services and bespoke paid support for colleagues who are particularly struggling.

Workload Impact Assessment of new policies to ensure that they are manageable and reasonable.

Work-life Balance Policy and Charter which ensures staff are able to manage their workload.

Job opportunities shared across the Trust.

CPD and networks for teachers and support staff.

Staff voice including an annual Trust-wide survey.

Supportive arrangements including induction for new staff.

Open door policies for SLT.

Line manager support through regular 1:1 and team meetings.

Clear expectations for all staff (e.g. Code of Conduct and professional standards).

Access to onsite Mental Health First Aiders.

An MLT Wellbeing ROUTES CPD programme.

Social Pillar

Supportive policies (e.g. flexible working, maternity, paternity, shared parental leave, KIT days and leave of absence).

CPD and networks for teachers and support staff.

Working partnerships with local and regional union representatives.

Approaches across the Trust to celebrate staff as individuals and as a team.

Careful planning of meetings calendars and INSET time to allow staff to meet whilst maintaining a reasonable work-life balance

Designated social spaces in each school to allow time for rest and reflection.

A designated Wellbeing Working Group in each school.

A clear Equality Statement and community that is proactive in supporting diversity and inclusion.

A commitment to collect, analyse and respond to exit interview findings.

Dedicated mentoring support for NQTs and a buddy system for all new staff.

Access to coaching support as part of the Trust's professional development programme.

Physical Pillar

Supportive policies (e.g. work-life balance, flexible working, time off for medical screening and hospital appointments, reasonable adjustments, support for specific issues such as menopause, dementia, cancer, disabilities).

Occupational Health referrals.

Wellbeing sessions for staff (when and where appropriate) and access to resources such as gyms.

Estates management across the Trust to ensure that all staff experience a warm, safe and healthy environment.

Support for the Cycle to Work Scheme.

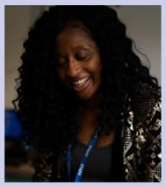
Individual Risk Assessments for staff facing challenges.

Wellbeing initiatives include cross Trust events.

A commitment to review workload regularly and make changes where possible.

Access to free eye tests for routine users of Display Screen Equipment.

Financial Pillar



Support for courses to prepare for retirement.

Access to enrolment in a defined benefit Pension Scheme (TPS or LGPS).

Access to pensions advice and additional voluntary contributions.

Ensuring that redundancies are a last resort when budgets necessitate changes.

Transparent and clear pay progression policies and collective bargaining with Trade Union colleagues in respect of national and local agreements.

Support for the childcare voucher scheme for eligible employees.

Employer rate and arrangements for deduction from employee s pay through payroll for health care e.g. Westfield Health.

Workload Charter

Our Workload Charter sets out our commitment and offer to support the workload and work/life balance of our staff.

Culture Matters

We all have a responsibility to manage our own workload and that of others. Line management meetings exist to discuss concerns and find solutions.

Line Managers are encouraged to ensure fairness across teams of the delegation of tasks and workload.

The need for change is well planned for and effectively communicated to key stakeholders. Training and time is allocated to ensure that the change is successful.

The Trust / School Calendar is planned with workload in mind and the timing of tasks and projects are adjusted during busy periods.

Opportunities are provided and time is given to support school-school collaboration and reduce the replication of effort.

Research-informed teaching methods are embraced. Staff are empowered to deliver learning that meets the needs of our students in line with teaching and learning principles.

Additional provision is strategically planned for revision sessions with an identified need in mind.

Our schools are calm and safe places to work and learn. A strong behaviour policy is in place in all schools which is consistently applied. Staff, parents and students are aware of the policy and expectations.

TIME Matters

No expectation of staff to respond to emails outside working hours. Except relating to serious safeguarding or other matters.

Staff are encouraged to set an 'Out of Office' and to not access emails outside of their working hours.

Restrictions are set on who can send whole staff Trust and school emails.

Data collections are kept to a maximum of three data drops per year group in any one given academic year. Meeting time is allocated so staff can accurately analyse and discuss.

Student assessments are strategically planned for the academic year to allow time for effective marking and feedback.

Responsive teaching and live feedback are utilised to provide guided instruction and identify common misconceptions so that gaps are quickly closed.

Schools do not roll over the timetable during the second half of the Summer Term, this time is used to work on core priorities and vital staff training.

Duties, including detentions, are shared equally amongst staff.

Meetings start and finish on time with well-structured agenda and, staff should not feel pressured to stay late.

PPA will be distributed throughout the working week to allow time for colleagues to plan and prepare throughout.

CPD Matters

Department time is prioritised and focuses upon sharing expertise, distributing workload and enhancing knowledge.

Inset and twilights are strategically mapped to the strategic objectives of the school and the professional development needs of staff.

The Performance Development Reviews focus upon how staff feel about their current role, how they would like their role to evolve, their career aspirations and any CPD needs that they have.

All staff are given equal access to the Trust ROUTES CPD programme and coaching and mentoring provision. Staff are supported to undertake this during the school day.

Department development time during the last term of the year to support strategic planning and development for the year ahead.

CPD time for strategies to manage workload and how to manage what we expect from ourselves.

Communication Matters

Weekly staff bulletins for key messages to decrease the amount of email traffic from different personnel.

Briefings focus on training staff and sharing key/important messages.

Consultative Forums for staff to raise issues/ or concerns; especially where any significant change is planned.

Capture staff voice on workload.

Regular meetings with Union representatives to ensure that all is well across the school.

Meet the needs of family life, ensuring emotional and family wellbing is supported.

Trust Wellbeing Ambassadors in every school/team who champion all workforce developments.

Wellbeing Committees within each school/ team encourage to monitor and discuss workload issues.

Continuous Professional Development (CPD)

The professional development of staff, including opportunities for research, is a key priority of the Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of everyone who works with us. We believe in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

Access to our internal ROUTES CPD programme, Minerva Leaders of Education Coaching Programme, leadership training, coaching, mentoring, external CPD programmes, ECT training, ITT development, apprenticeships, networking opportunities and access to external courses are just a taster of the wide range of opportunities on offer to all our staff.

As a Trust we strongly believe in the power of growing our own leaders and the importance of succession planning and talent management. Many leaders within our organisation have been developed through this route.

This is underpinned by our new approach to Performance Development Reviews, rather than Performance Management, which supports a move away from performance-related pay to one which focuses upon the personal and professional development needs of all individuals to ensure the best possible outcomes for all our young people.

Occupational Health Support and Counselling

The Trust accesses Occupational Health services via Indus Occupational Health and Counselling services via Collins Donnelly Consultancy and Zurich Municipal. A range of services can be provided. Further information can be made available upon request.

DSE Eye Tests

Staff who work with Display Screen Equipment (DSE) continuously and intensively for more than one hour per day on most days as a significant part of their normal day-to-day work can access pre-paid eye examination vouchers, which they can use at Specsavers. Staff should speak to Central HR or the school Business Support Manager to access a voucher.

Pension Schemes

All employees of the Trust are automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pensions Scheme (LGPS). Further information and terms and conditions can be found on their websites.

Salary Sacrifices Schemes

Employees of the Trust can access the Government's Cycle to Work Scheme, which offers the opportunity to buy cycles and cycling equipment. Further information can be made available upon request.

Section 5: Job Description

Minerva Learning Trust
Job Description

Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Head of Operations
GRADE/SALARY	Senior Officer Pay Scale Band 1 – SO1 to SO5
HOURS/WEEKS	37 hours per week, 52 working weeks
LOCATION	Central Office with travel between schools
RESPONSIBLE TO	Chief Financial Officer
RESPONSIBLE FOR	Estates Manager, Director of ICT
PURPOSE OF THE JOB	Play a pivotal strategic leadership role within Minerva Learning Trust, leading the delivery and continuous improvement of operational services and estates management across the Trust. Provide strategic leadership for estates, health and safety, compliance, ICT, contracts and procurement, trust governance, sustainability, business continuity and operational development, ensuring that all services effectively support the Trust's educational priorities and strategic objectives. To ensure that every school benefits from safe, compliant, efficient and sustainable operational systems and environments
RELEVANT QUALIFICATIONS	Degree-level qualification or equivalent professional experience in a relevant discipline. Estates, facilities or asset managemen/health and safety qualification.

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

STRATEGIC LEADERSHIP

- Develop and implement a Trust-wide business operations strategy aligned to the Trust's strategic plan and educational priorities.
- Contribute to the strategic planning, leadership and development of Minerva Learning Trust as a member of the wider Trust Executive Leadership team.
- Provide expert advice, guidance and reports to the Executive Team, Headteachers, Trustees and Governors on operational matters.
- Develop, lead and implement continuous improvement initiatives that enhance organisational effectiveness, efficiency and resilience.
- Promote a culture of accountability, collaboration and high performance across all operational functions.

ESTATES AND FACILITIES MANAGEMENT

- Oversee the strategic management and development of the Trust's estate across all schools and sites.
- In conjunction with the Trust Estates Manager, ensure the Trust's buildings and facilities provide safe, compliant and high-quality environments for pupils, staff and visitors.
- Develop and implement long-term estates strategies, asset management plans and maintenance programmes.
- Oversee capital projects, refurbishment works and estate developments, ensuring projects are delivered safely, on time and within budget.
- Ensure effective contractor management and monitoring of service delivery standards.
- Ensure robust financial oversight and scrutiny to ensure money is well spent and is compliant with statutory expectations.

HEALTH, SAFETY AND COMPLIANCE

- Oversee the Trust's approach to health, safety and statutory compliance.
- Ensure robust systems are in place to maintain compliance with relevant legislation, regulations and Trust policies.
- Monitor and report compliance performance across all schools and provide assurance to Executive Leaders and Trustees.
- Oversee audit programmes, inspections and risk assessments, ensuring recommendations are implemented effectively.
- Ensure all DfE returns relating to estates matters are completed
- Promote a proactive culture of health, safety and risk management across the Trust.

SUSTAINABILITY AND ENVIRONMENTAL RESPONSIBILITY

- Lead the Trust's sustainability agenda, supporting environmentally responsible practices across all schools.
- Develop initiatives that reduce environmental impact and improve resource efficiency.
- Support schools to meet sustainability objectives and contribute to wider environmental priorities.

ICT AND DIGITAL SERVICES

- Provide strategic oversight of the Trust's ICT infrastructure, systems and digital services, ensuring they effectively support teaching, learning and business operations.
- Work with Director of ICT and the managed service team and internal stakeholders to ensure the delivery of secure, reliable and cost-effective technology solutions across all Trust schools and sites.
- Oversee the development and implementation of the Trust's digital strategy, supporting innovation, efficiency and organisational resilience.
- Ensure robust arrangements are in place for cyber security, data protection, business continuity and digital risk management.
- Monitor and report on ICT performance, service standards and investment priorities to ensure technology continues to meet the evolving needs of the Trust.

GOVERNANCE, COMPANY SECRETARIAL AND REGULATORY COMPLIANCE

- Lead the strategic development, administration and continuous improvement of the Trust's governance framework, ensuring it remains effective, compliant and aligned to the Trust's strategic priorities.
- Act as the Trust's Company Secretary, ensuring the Trust fulfils its statutory obligations as both an exempt charity and company limited by guarantee.
- Provide professional advice and guidance to Trustees, Members, Local Governing Bodies and senior leaders on governance, constitutional and regulatory matters.
- Ensure compliance with all relevant statutory and regulatory frameworks, including requirements relating to academy trusts, charity governance, company law, data protection and public accountability.
- Act as a key liaison with regulatory bodies, external advisers, auditors and governance professionals.
- Provide assurance to Trustees and Executive Leaders regarding the effectiveness of governance arrangements and organisational compliance.
- Develop a culture of transparency, accountability and ethical leadership across the Trust.

OPERATIONAL EXCELLENCE AND SERVICE IMPROVEMENT

- Review and improve operational systems, processes and procedures to drive efficiency and consistency.
- Identify opportunities for innovation and continuous improvement across Trust services.
- Lead operational projects and change initiatives that improve service quality, resilience and effectiveness.
- Establish and monitor key performance indicators to evaluate operational performance and impact.
- Ensure operational services remain responsive to the evolving needs of schools and the wider Trust.

PROCUREMENT AND CONTRACT MANAGEMENT

- Oversee strategic procurement activities across the Trust in coordination with the CFO.
- Ensure robust procurement processes achieve value for money, compliance and quality outcomes.
- Oversee the management and Trust contracts and service level agreements and maintain an accurate Contracts Register and Supplier List.
- Develop supplier relationships that support the Trust's operational and strategic objectives.
- Ensure effective contract monitoring and performance management arrangements are in place.

RISK MANAGEMENT AND BUSINESS CONTINUITY

- Contribute to the development and maintenance of the Trust's operational risk management framework.
- Ensure robust business continuity and emergency planning arrangements are in place across all schools.
- Monitor emerging risks and develop mitigation strategies to protect Trust operations and assets.
- Provide regular assurance and reporting to senior leaders and Trustees.

LEADERSHIP AND PEOPLE MANAGEMENT

- Lead, manage and develop operational staff across the Trust.
- Create a culture of professional accountability, collaboration and continuous learning.
- Support the development of operational leadership capacity across schools.
- Conduct performance management and professional development reviews for direct reports.
- Promote wellbeing, inclusion and equality across operational teams.

STAKEHOLDER ENGAGEMENT

- Build strong and effective relationships with Headteachers, school leaders and Central Team colleagues.
- Work collaboratively with external agencies, contractors, consultants and professional advisers.
- Represent the Trust in external networks and partnerships where appropriate.
- Communicate effectively with a wide range of stakeholders on operational matters.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support it's mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.

3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification

Person Specification

Post title: Head of Operations

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
Degree-level qualification or equivalent professional qualification/experience in business operations, estates management, facilities management, public sector management or a related discipline.	AF
Relevant Health and Safety qualification (e.g. NEBOSH General Certificate or equivalent).or willingness to work towards it	AF
Relevant qualification in estates management, asset management, capital project management	AF
Evidence of professional training and development in operational leadership, estates, compliance, governance, procurement or project management.	AF/I
Evidence of recent safeguarding training and commitment to safeguarding practice	AF/I
Desirable: Chartered membership or professional accreditation in a relevant field (e.g. IWFM, IOSH, RICS, CIPFA, CMI or equivalent).	AF
KNOWLEDGE AND EXPERIENCE	
Significant senior leadership experience within a complex organisation, leading operational services and delivering organisational improvement.	AF
Proven experience of strategic estates and facilities management across multiple sites.	AF/I
Experience of leading health and safety, compliance and risk management functions.	AF/I
Experience of planning, delivering and monitoring capital projects and major infrastructure programmes.	AF/I
Strong understanding of procurement, contract management and achieving value for money.	AF/I
Experience of advising senior leaders, boards or governance bodies on operational and compliance matters.	AF/I
Knowledge of governance, regulatory and statutory compliance requirements within the public or education sector.	AF/I
Knowledge of business continuity planning, organisational resilience and risk management frameworks.	AF/I
Understanding of ICT infrastructure, digital services, cyber security and technology-enabled improvement.	AF/I
PROFESSIONAL DEVELOPMENT	
Demonstrable commitment to continuous professional learning and self-development.	AF/I
Evidence of keeping up to date with developments in operational leadership, governance, compliance and estates management.	AF

Experience of supporting the development and growth of colleagues and teams.	I
SKILLS	
Strong strategic planning and organisational skills with the ability to translate vision into operational delivery.	AF/I
Excellent leadership and people management skills.	I
Ability to lead change and drive continuous improvement across multiple services and stakeholders.	AF/I
Highly effective project management skills, including the ability to manage competing priorities and deliver outcomes to agreed timescales.	I
Strong analytical and problem-solving skills.	I
Excellent financial and commercial awareness.	AF/I
Ability to interpret legislation, regulations and statutory guidance and apply them effectively.	AF/I
Excellent written and verbal communication skills, including report writing and presentation skills.	I
Ability to build effective relationships with Trustees, Governors, Headteachers, school leaders and external partners.	I
Strong digital and data management skills.	I
QUALITIES AND ATTRIBUTES	
Commitment to the vision, values and ethos of Minerva Learning Trust.	I
A strong commitment to delivering the best possible outcomes for children and young people.	AF/I
Demonstrates integrity, professionalism and sound judgement.	I
Resilient, adaptable and able to remain effective under pressure.	I
Ability to inspire confidence and credibility with a wide range of stakeholders.	I
Commitment to inclusion, equality and diversity.	AF/I
Flexible approach and willingness to travel across Trust sites as required.	I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. <u>The Application Form</u>

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person

specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font**.

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to Eve Allen - HR and Payroll Assistant – recruitment@minervalearningtrust.co.uk.

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to Eve Allen - HR and Payroll Assistant – recruitment@minervalearningtrust.co.uk by the closing date.