



# Interim Chief Executive Officer Recruitment Pack

[www.cheviotlearningtrust.co.uk](http://www.cheviotlearningtrust.co.uk)

## How to apply

You are welcome to visit our central office to meet with our Co-Chairs of the Board, CEO and CFOO to discuss the role. Visits can be arranged on either Thursday 22 January, or Monday 26 January. Please contact Dominique Flint, Lead Business Partner (Workforce) on **0191 232 2777** or email [d.flint@cheviotlt.co.uk](mailto:d.flint@cheviotlt.co.uk)

The closing date for applications is: **12 noon on Monday 9 February, 2026**  
Interviews to be held: **Tuesday 24 February and Wednesday 25 February, 2026**

Please apply via the Trust website – [www.cheviotlearningtrust.co.uk/interim-ceo-recruitment](http://www.cheviotlearningtrust.co.uk/interim-ceo-recruitment)

Completed application forms are to be submitted to Dominique Flint, Lead Business Partner via email [d.flint@cheviotlt.co.uk](mailto:d.flint@cheviotlt.co.uk).

Please include in your application form your reasons for applying for the post, addressing information you have read in the pack, particularly the person specification, and outline any relevant experience and personal qualities you would bring to the role.

We are strongly committed to safeguarding and promoting the welfare of all children and young people and expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974. If you are invited for interview, you will be required to disclose convictions that would not be filtered, prior to the date of the interview. Certain spent convictions and cautions will be 'protected' and do not need to be disclosed. Full details on protected convictions and information about which convictions must be declared during job applications can be found on the [Ministry of Justice website](#). You will be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclosure information will be checked against information from the Disclosure and Barring Service before your appointment is confirmed. This role will include Regulated Activities and an enhanced Disclosure and Barring Service (DBS) disclosure is required for this post.

The Trust Safeguarding and Child Protection Policies can be found [here](#) and the Employment of Ex-Offenders Policy can be found [here](#).

An online search will be carried out on shortlisted candidates, prior to interview.

## Welcome From The Co-Chairs of the Board of Trustees

Thank you for your interest in the post of Interim Chief Executive Officer of Cheviot Learning Trust. This is a unique opportunity, arising as our current Chief Executive Officer prepares for retirement. We are seeking to appoint an Interim CEO who will provide strong strategic leadership, deliver sustainable growth, and drive forward the Trust's vision of ensuring high-quality education for all pupils.

Cheviot Learning Trust aspires to be a highly effective Learning Trust, firmly rooted in our values and ethos and committed to delivering exceptional education for the public benefit. Central to our success is an unwavering commitment to a supportive, ambitious, and collaborative culture across all our schools. We recognise and celebrate the individuality of every pupil, valuing their strengths, talents, and aspirations, and we believe that collective endeavour across our Trust family is fundamental to achieving the best outcomes.

The Interim CEO will play a pivotal role in leading the Trust through this transitional period, maintaining momentum while shaping the next phase of development. This will include providing clear strategic direction, strengthening capacity, and enabling growth, while ensuring that our nurturing ethos and strong sense of place-based identity remain a golden thread throughout the organisation.

Cheviot Learning Trust currently comprises eighteen schools, educating more than 5,500 children and young people aged 3 to 19. Our schools are located in and around Morpeth, Prudhoe, and Rothbury, ranging from a very small rural school with 13 pupils to a large high school with over 1,400 students. We are proud of the coherent and high-quality learning journey we offer as pupils progress through our Trust. The Trust employs approximately 750 staff and is deeply committed to ensuring that their work is both professionally fulfilling and impactful.

As Interim CEO, you will lead a highly committed executive team and workforce, united by a shared focus on pupil success and community well-being. You will oversee the continued delivery of innovative strategies that enable young people to overcome barriers, realise their potential, and flourish academically, socially, and emotionally, both within their local communities and beyond.

The Trust places strong emphasis on high-quality careers education and progression pathways, particularly at key transition points. While many of our students progress to Higher and Further Education, an increasing number are successfully accessing high-quality apprenticeships and training opportunities.

Strategic leadership across operational delivery and educational improvement is supported by an experienced central team with expertise in finance, governance, data and analysis, human resources, and estates. This infrastructure ensures robust support, effective risk management, and informed decision-making at executive level.

Through King Edward VI School, the Trust is proud to be a Teaching School Hub—one of only 87 nationally—leading the 'golden thread' of professional development across Northumberland, Newcastle, and North Tyneside. This prestigious role enables us to share expertise, develop talent, and work collaboratively with a wide network of schools.

Cheviot Learning Trust is a mixed multi-academy trust, including several Voluntary Aided Church of England schools. This has fostered a strong and positive relationship with the Diocese, which has provided valued support, particularly in relation to school improvement.

We encourage you to visit the Trust website at [www.cheviotlearningtrust.co.uk](http://www.cheviotlearningtrust.co.uk) and explore the individual school websites. We are confident you will see a vibrant, ambitious, and values-led Learning Trust, dedicated to the holistic development of every child and young person.

**Ben Cole and Steven Duckworth,  
Co-Chairs of the Board of Trustees**

# About Cheviot Learning Trust

Cheviot Learning Trust was formed in 2023 through the merger of Tyne Community Learning Trust, and Three Rivers Learning Trust.

We are a charity supported by over 150 governance volunteers who hold us to account in their role as critical friends. We are proud Northumbrians; more than happy to welcome schools to join us from inside or outside Northumberland.

All of our schools have a long and proud history of providing an excellent education service to their local populations.

## The Cheviot Learning Trust Mission

Our core purpose is to advance education for the public benefit. We believe that each school in the Trust family has unique qualities to share and unique challenges to be resolved. Deep collaboration is a key Trust expectation that helps us to deliver significant benefits for the students, the staff and the schools that form the Trust. Each school is stronger in the Trust family; delivering a better education for the public good than if they were outside the Trust.



## Our Vision

Our purpose is to deliver excellent education for the benefit of all and our mission is to develop all our young people to have the opportunity to succeed.

# Cheviot Learning Trust

## Our Values

Everything we do is based around the values that we hold dear:



### Innovation

We're here to shape the future, which is why we all have a responsibility to be thinking about the big issues of tomorrow.



### Respect

We take the time to understand and make decisions and have due regard for the feelings, wishes and rights of others.



### Excellence

We will always strive for continuous improvement and will produce the best solutions and deliver the best services possible.



### Cooperation

We nurture the relationships that we've built over many years and we know by working together we can achieve more than we can alone.

# Cheviot Learning Trust

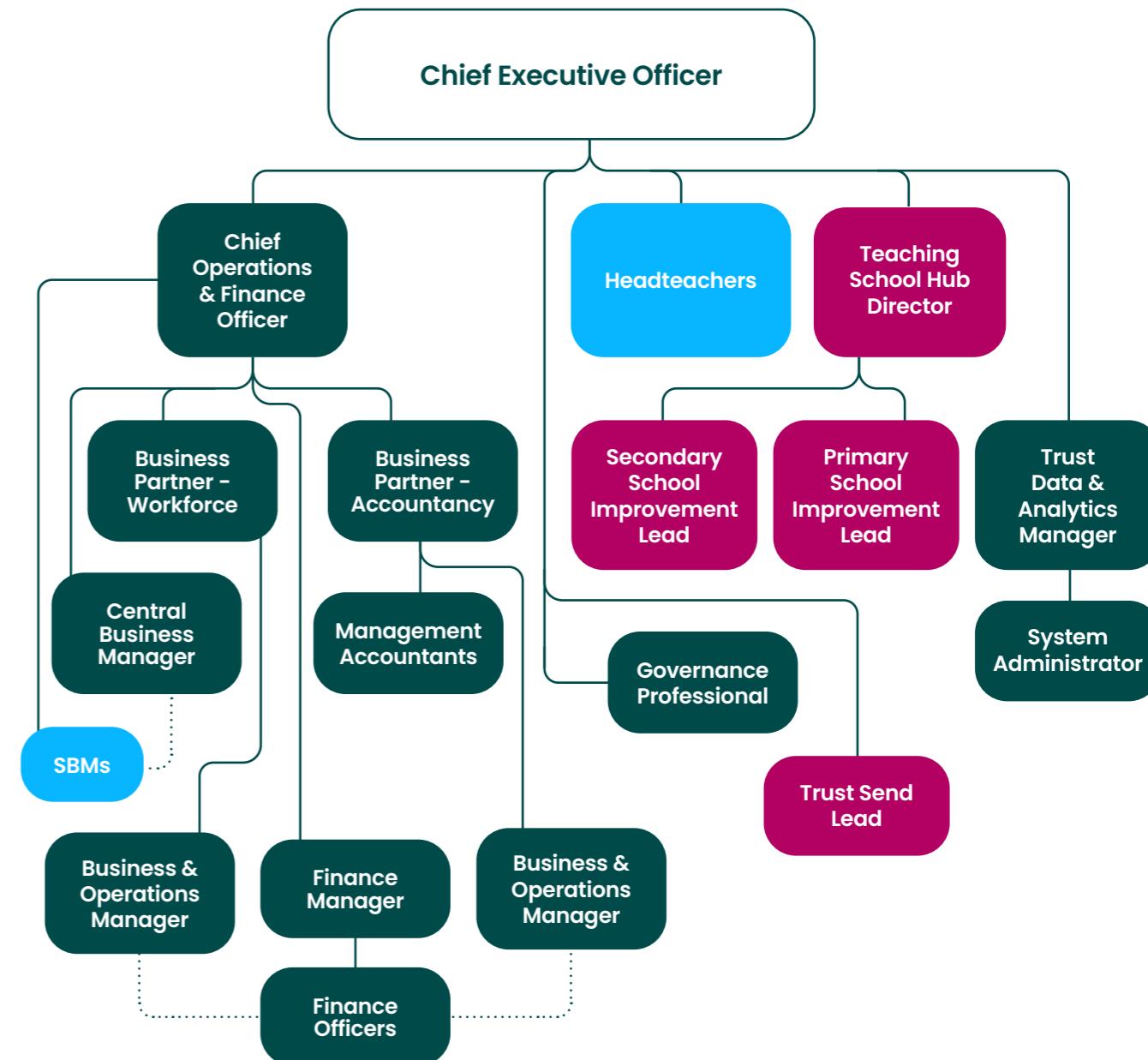
## Our Trust Schools

<b>The King Edward VI School</b> Current roll 1,434
<b>Prudhoe Community High School</b> Current roll 687
<b>Newminster Middle School</b> Current roll 524
<b>Chantry Middle School</b> Current roll 526
<b>Highfield Middle School</b> Current roll 373
<b>Ovingham Middle School</b> Current roll 342
<b>Dr Thominson C of E Middle School</b> Current roll 183
<b>Abbeyfields First School</b> Current roll 307
<b>Morpeth All Saints C of E First School</b> Current roll 221
<b>Wylam First School</b> Current roll 126
<b>Broomley First School</b> Current roll 99
<b>Stobhillgate First School</b> Current roll 148
<b>Ovingham C of E First School</b> Current roll 106
<b>Mickley First School</b> Current roll 54
<b>Whittonstall First School</b> Current roll 68
<b>Prudhoe Castle First School</b> Current roll 75
<b>Thropton Village First School</b> Current roll 36
<b>Harbottle C of E First School</b> Current roll 13

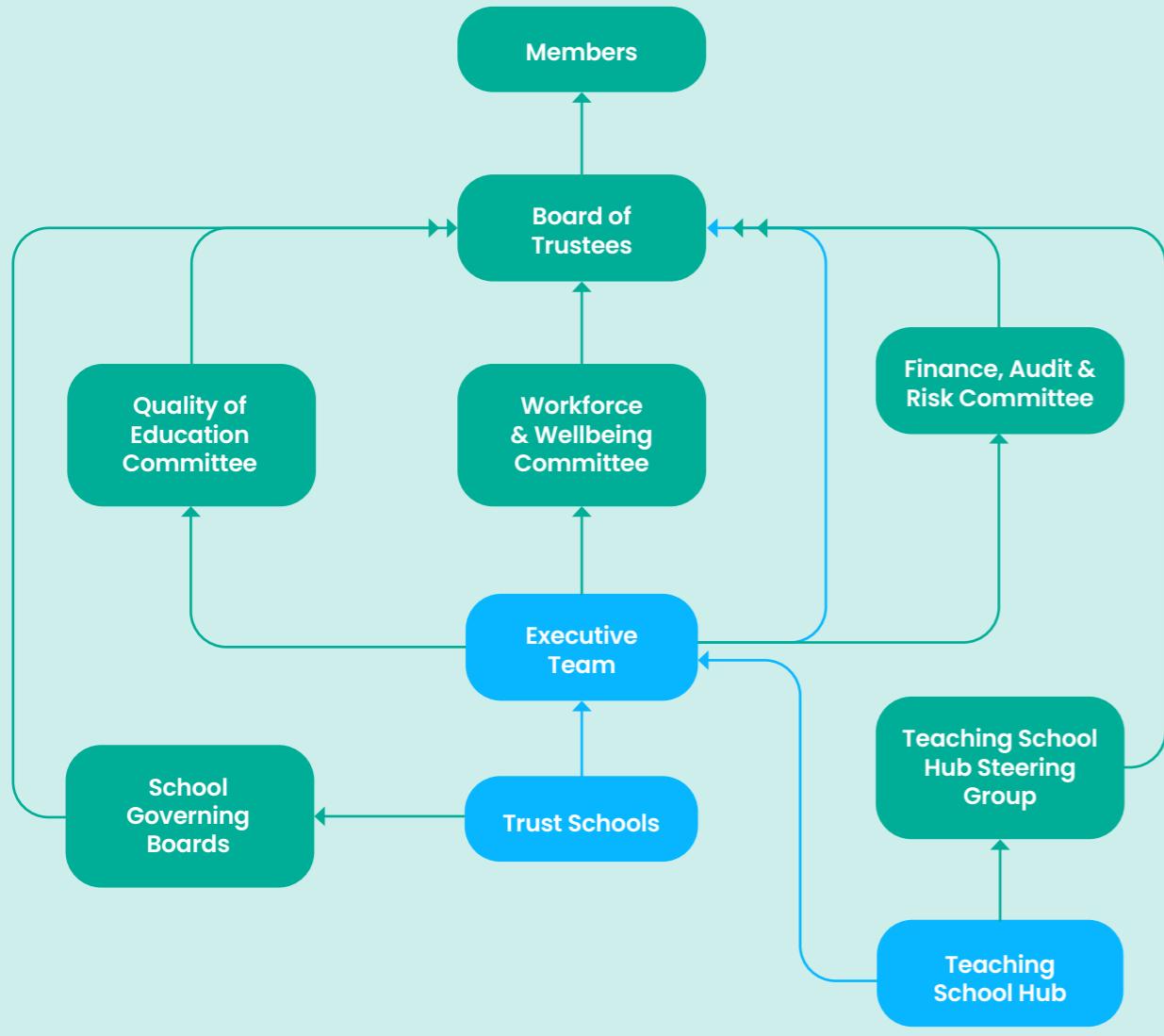


# Our Central Team

## Executive & Central Staff Structure



# Governance and Accountability



## Key



# Education Delivery Team 24-25

## Zones of Impact

Our Education Delivery Team lead and support Trust wide collaboration to ensure that our schools provide the highest quality of education at every stage of our pupil's educational journey. The following highlights the project work that was undertaken during the 2024/25 academic year.

### Trust-wide

- Staff Human Headteacher training, Wellbeing Champion training and all staff training
- Book Study
- AI focus group and CPD
- SEND support - dashboard, paperwork, networks
- Leadership Development Day 2025

### First Schools

- Talk for Writing
- Winning with Numbers
- Morpeth Maths curriculum
- CUSP Science
- EYFS transition project

### High Schools

- Wellbeing & Collaboration Trust Training Day
- KS3 project
- Morpeth Maths

### Middle Schools

- Wellbeing & Collaboration Trust Training Day
- KS3 project
- Morpeth Maths
- CUSP Science (Chantry)
- Chromebooks

### Teaching School Hub

- ITT interview, training and mentoring opportunities
- ECT programme
- NPQ suite of qualifications
- ECT & NPQ Facilitation opportunities for Cheviot staff
- Development of PDI to support Core Trust CPD offer & provide facilitation opportunities

### Alongside focused school support, the key priorities for 2025/26 are:

- Enhance the quality of teaching and learning
- Strengthen inclusion, provision, and systems. This includes streamlining SEN processes, developing a robust monitoring system for high needs funding, and implementing targeted strategies to reduce absence
- Develop, refine, and align the curriculum offer. The aim is a unified and ambitious curriculum founded in a shared pedagogical vision
- Develop a Core CPD Trust offer. This includes the development of the Three Rivers PD Institute and the continued work of the Teaching School Hub supporting the DfE golden thread of teacher development

# Cheviot Learning Trust

## Our Strategic Plan

Following the formation of Cheviot Learning Trust, a three year strategic plan was developed which focused on five key strands;

### 1 Quality of Education

### 2 Operational Excellence

### 3 Expert Governance

### 4 Workforce and Wellbeing

### 5 Public Benefit and Civic Duty



## 1. Quality of Education

Our Trust schools provide the highest quality education giving students outcomes and opportunities that allow them to make positive life choices and contribute to future society...



All schools at Cheviot Learning Trust are rated good by Ofsted, with many of them identified with outstanding aspects in key areas. All schools are supported by the Trust through its central functions as well as through collaborative working with each other, which is coordinated and driven centrally. This approach to school improvement has allowed for a rapid response to those schools most in need. Our cooperative work has seen groups of schools contributing to educational projects, working together on a shared curriculum and exploring the importance of staff wellbeing

through the establishment of a Staff Wellbeing Charter. Alongside the development work, we have strengthened our accountability models. The development of data dashboards to support senior leadership teams in understanding attendance trends, benchmarking educational outcomes together strengthens the drive towards excellence and ensures that we are never complacent, rather searching for better and innovative ways to fulfill our mission, to develop all our young people to have the opportunity to succeed.

## 2. Operational Excellence



Deliver excellent financial services that enable resourcing allocations that sustain high quality education in Trust schools...

The operational part of the central team has been restructured following the retirement of key personnel. The Financial function of the Trust has been strengthened and improved. School budgets are under ever increasing pressure and ensuring that our Financial team can respond as effectively as possible has been a key development. Working with the Trust Senior Data Analyst the team have developed a system to support budget projections, aiding more effective budget forecasting.

This has enabled detailed planning and analysis that allowed school and Trust leaders to significantly reduce their costs whilst continuing to deliver educational excellence. There has been £8.465m investment in buildings including a new sports hall and synthetic pitch at The King Edward VI School and a successful Public Sector Decarbonisation grant to replace heating systems in Dr Thomlinson CE Middle School and Whittonstall First School.

## 3. Expert Governance

Strong governance ensures that the Trust has robust systems to hold itself to account for educational outcomes...



Our trustees and local governors play a vital role in shaping the strategic direction and success of our schools. In addition to our revamped governance assurance framework, a significant amount of work has been undertaken to devise a dedicated training and development programme to support both new and experienced governance volunteers, to ensure that they are equipped with the skills, knowledge and confidence to make a meaningful impact on the lives of all our students. By prioritising governance development, we are directly investing in the success of every school, every teacher, and every student across our Trust. Together, through informed and empowered governance, we can continue to create vibrant, inclusive learning environments where all students are able to achieve their very best.

Our strategic pillar of Expert Governance also necessitates a proactive approach to succession planning. By planning effectively, we ensure that there are capable individuals available to take up governance leadership roles when needed, deploying staff and resources to address challenges in delivering educational excellence. Furthermore, succession planning contributes to our focus on Workforce and Wellbeing by ensuring roles are manageable through delegation and shared leadership, avoiding burnout for long-serving chairs. Our commitment to a diverse workplace extends to the principle of prioritising diversity in board composition.



## 4. Workforce and Wellbeing



The Trust will be an inclusive, supportive, and empowering environment, where all staff members can thrive and contribute to the educational success of our students...

The Trust has focused on the very important need for good wellbeing in schools. Training for staff in stress management and wellbeing management has been delivered and this work is built upon in each individual school context, led by the school's wellbeing champion. Our staff charter focuses on the importance of belonging to a shared vision in schools, where respectful, strong relationships support each individual to work and develop. Bespoke leadership training on wellbeing has brought Headteachers together to consider the crucial role of leadership and how the wellbeing of leaders must be nurtured and considered if they are able to lead effectively.

Training and CPD opportunities for staff have increased, with training almost always taking place collaboratively. This allows staff to form relationships with colleagues in other settings, brings consistency to practice which in turn leads to strong pathways for students as they move from one school to another. It also allows excellence and innovative practice to flourish as one good idea can be shared and transform practice beyond one school. Using the particular expertise of individual staff members has benefitted schools across the Trust, whether in school leadership, SEND or Early Years, we are now able to identify where staff can support each other.

## 5. Public Benefit and Civic Duty

Our purpose is to advance education for the public benefit. To support and enrich this vision, we will engage with other civic actors for the wider common good...



The Three Rivers Teaching School Hub continues to strengthen its position as a leader in teacher development and educational excellence across the region with over 1200 teachers accessing our programmes. Among the 2024/2025 key achievements has been the successful launch of the Associate College in partnership with the National Institute of Teaching, which will expand access to high-quality training and professional development across the region. The hub has also made significant progress in developing its initial

teacher training (ITT) strategy, culminating in the launch of Northumberland Teacher Training to support recruitment and retention in the local area. Record recruitment levels of primary ITT trainees for September 2025 ensures a continued pipeline of new teachers. Additional funding throughout 24/25 secured for NPQ programmes has widened access to leadership qualifications. In addition, early work has begun on scoping a Professional Development Institute, with the aim of launching independent CPD programmes across the region.



## About

# The Interim Chief Executive Officer Role

Cheviot Learning Trust is seeking to appoint an inspiring and influential Chief Executive Officer in an interim role. This appointment will provide stability, momentum and strategic leadership, delivering growth while advancing the Trust's vision of ensuring high-quality education for all pupils.

### **The interim CEO will focus on these core objectives:**

1. Building strong understanding and engagement with growth options through focused communication and cooperation.
2. Shaping the organisation to be resilient, scalable and fit for anticipated growth.
3. Ensuring that the Trust maintains high educational and business standards throughout this interim period.

This is a critical leadership role at a pivotal moment in the Trust's development. The Interim CEO will combine strategic clarity with decisive action, ensuring continuity of strong educational performance while strengthening the organisational capacity, systems and culture required to support future expansion. They will also provide inspirational, strategic and professional leadership, both internally and externally focused, ensuring confidence across the Trust community and with key stakeholders.

Working closely with the Trust Board, the Central Team and the wider Trust community, the Interim CEO will:

- Provide clear and focused leadership to continue improvements in educational quality and outcomes for all learners across the Trust;
- Translate the Trust's vision, values and ethos into high impact strategy and delivery during a period of leadership transition;
- Support and drive the Trust Board's strategy for growth, shaping organisational structures, systems and capacity to enable sustainable expansion;
- Lead and oversee the efficient, effective and compliant management of the Trust and its schools, ensuring stability and operational excellence;
- Ensure the Trust delivers consistently high quality education and services for pupils, families and wider stakeholders through disciplined financial and workforce management.

### **Accounting Officer Responsibilities**

In accordance with the *Academy Trust Handbook*, the Interim CEO will also serve as the Trust's Accounting Officer, with clearly defined personal responsibilities for financial governance and stewardship. As Accounting Officer you will:

- Be personally accountable to Parliament, to the Department for Education's (DfE) Accounting Officer and to the public for the Trust's financial resources and financial stewardship;
- Assure high standards of regularity, propriety, feasibility and value for money (including economy, efficiency and effectiveness) in the use of public funds;
- Maintain oversight of financial systems and controls, ensuring robust governance, transparent reporting and sound risk management;
- Complete and sign the annual statement on regularity, propriety and compliance submitted with the audited accounts;
- Take personal responsibility for advising the Board in writing where proposed actions conflict with statutory or funding requirements, Trust articles or handbook duties, including where these relate to financial governance or ethical compliance;
- Promote a culture of accountability, ethical conduct and public service values across the Trust.

The successful candidate will be an articulate, insightful and credible leader, able to build trust quickly, maintain momentum and make sound judgments in a complex and fast-moving environment. Resilient, adaptable and values-led, you will operate with integrity, openness and a strong commitment to effective governance.

Above all, we seek an interim Chief Executive who is ambitious, nurturing and optimistic—someone who takes pride in achieving excellence, inspires those around them, and leaves the Trust well positioned, confident and ready for its next phase of leadership and growth.

# Cheviot Learning Trust

## What we can offer you

At Cheviot Learning Trust, we recognise that each individual brings a unique blend of characteristics, backgrounds, and expertise to our schools. We have cultivated an environment we are proud to call a great place to work, where our staff feel valued and empowered to give their best. We have numerous examples of staff who have developed and progressed their careers with the Trust.

As Interim Chief Executive Officer, you will be leading an organisation committed to fostering a safe, inclusive, and motivating environment for everyone, understanding that when our staff thrive, so do the students across our schools.



### Our Staff Wellbeing Charter

We are dedicated to nurturing the mental, emotional, social, and physical health of our team. Our Staff Wellbeing Charter underpins our commitment to work-life balance and ensures our workforce is supported in every aspect of their professional life.



### Coaching Culture

We adopt a positive culture of coaching, empowering staff to drive their own professional development.



### Financial Benefits & Pensions

We provide robust financial security for our employees through recognised pension schemes:

#### Teachers' Pension

Teachers benefit from a guaranteed income in retirement based on annual pensionable earnings.

#### Local Government Pension Scheme (LGPS)

Non-teaching staff are enrolled into the local pension fund, benefitting from a secure scheme with employer contributions. Please note that the CEO role will be part of this pension scheme.

If you have any questions in relation to this, please contact our Chief Finance and Operations Officer, **Mark Tait** on 0191 605 2030 or email at [m.tait@cheviotlt.co.uk](mailto:m.tait@cheviotlt.co.uk)



### Professional Development and Culture

We offer a collaborative working environment that encourages staff to engage with colleagues across the Trust and beyond, fostering a culture of knowledge sharing.



### Training & Development

Staff have access to courses, programmes, networks, and apprenticeship opportunities to navigate their careers.



### Full Induction

To ensure a smooth transition, all new staff receive a full induction programme to help them settle into their new roles. It is our hope that there will be a transitional period between the outgoing and incoming CEO.



### ... and more!

We also offer a range of health, wellbeing and lifestyle benefits.

# Interim Chief Executive Officer and Accounting Officer

## Job Description

**Post:** Interim Chief Executive Officer

**Salary:** £140,000 – £155,000  
(7 point pay range)

**Pension:** Local Government Pension Scheme (LGPS)\*

### Responsible to:

- Accountable to The Board of Trustees
- Line Manager: Chair of the Board of Trustees

\*Please contact our Chief Finance and Operations Officer, Mark Tait on 0191 605 2030 or email [m.tait@cheviotlt.co.uk](mailto:m.tait@cheviotlt.co.uk) if you have any questions in relation to this.

### Purpose of the Role

To have responsibility for the education of all the young people in the Trust's schools, through the effective and efficient use of resources and people.

To lead the Executive Team of the Trust, ensuring the Trust and all its schools are successful over time in a sustainable way.

To provide high-level strategic leadership and management across all aspects of the Trust's activities.

To represent the Trust with a wide range of stakeholders and partners and enable the Trust to fulfil its civic responsibilities.

To undertake the responsibility of the Accounting Officer for the Trust, working with the Chief Finance and Operations Officer and being accountable to the Trust Board for the financial health and probity of the Trust.

**Contract:** Full-time, 18 month fixed term

**Location:** Newcastle upon Tyne with travel across the Trust's schools

**Start date:** By 1st September 2026

### Responsible for:

- Chief Finance and Operations Officer
- Education Delivery Team
- Governance Professional
- Trust Data and Analytics Manager
- Headteachers/Executive Headteachers

### Undertake the role of Trust Accounting Officer, to:

- Give assurance (to Parliament and the public) of high standards of probity in the management of public funds, particularly regularity, propriety and value for money.
- Have oversight of financial transactions (under Trustees' control), and ensure measures exist to prevent losses or misuse, multi-person operation of accounts and records, and accurate accounting records.
- Complete the annual statement on regularity, propriety and compliance.
- Take personal responsibility for assuring compliance to the Board.
- Advise on Board intent, or action if incompatible with the articles, funding agreement or handbook.
- Notify the Department of Education, if you consider the Board is in breach of the articles, funding agreement or handbook.

### Strategic Leadership – Trust values, Culture, and Strategy

- Establish, sustain and communicate the Trust's values, culture, and strategic direction, in partnership with the Trust Board.
- Provide leadership that enables the Trust to achieve its strategic objectives and secure its future sustainability.
- Create a safe, inclusive and positive culture across the Trust and its schools.
- Develop operational objectives that are appropriate, deliverable and aligned to securing a sustainable future through the Trust's strategic direction.
- Enable the Trust's organisational design and operational systems to meet its current and future requirements and manage change effectively

### Quality of Education

- Tackle educational inequality, upholding and securing ambitious educational and behavioural standards for all pupils.
- Promote further support for the most disadvantaged and those with additional and special educational needs and disabilities within a safe and secure environment.
- Enable the Trust to establish and sustain a broad, rich and coherent curriculum entitlement for all pupils, supported by effective curricular leadership and delivered through high quality teaching in all its schools.
- Ensure the Trust has high quality, expert teaching in all the Trust's schools, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure that priority areas for improvement are identified.
- Enable the Trust and its schools to engage with appropriate evidence-based strategies for improvement and ensure their effective implementation.

### Finance, Sustainability and Compliance

- Ensure that sound financial management systems are in place.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure the long-term sustainability of the Trust and its schools through effective financial and estates management.

- Direct the Trust's activities to achieve the most efficient, effective and sustainable provision of education to the highest quality, prioritising and making the most effective use of the resources available.
- Ensure the organisation complies with all statutory and legal requirements including safeguarding and health and safety.

### People strategy

- Lead and effectively manage the activities and performance of the Trust's executive team.
- Enable a people strategy that identifies talent, supports and develops all staff and sustains a culture of staff well-being and high staff professionalism.
- Ensure the Trust has high quality employment practices that promote equality, diversity and inclusion, including ethical practices of recruitment and retention of staff.
- Ensure staff have access to high quality professional development, aligned to balance organisational and individual needs.
- Ensure the Trust has a strong talent management and succession planning programmes across all areas of the organisation's work.

### Accountability and Governance

- Promote a culture of accountability that is recognised and accepted as an essential element of improvement at all levels and across all aspects of the Trust's work.
- Understand the role of relevant regulatory bodies and ensure the Trust and its schools respond to their requirements.
- Understand and welcome the role of effective Trust governance, upholding the obligation to give account and recognising that Trust Boards are ultimately responsible and accountable for the Trust's work.
- Develop and maintain effective relationships with the Trust Board recognising their key role in holding the CEO and executive team to account.
- Ensure the Trust Board receives quality information in the level of detail needed to make informed decisions and fulfil its functions and legal obligations.
- Ensure positive communications that promote the Trust and its work, and present the Trust effectively when dealing with the media.

## System Leadership and Civic Responsibility

- Promote and enable ways in which the Trust's schools and their local boards engage meaningfully with their communities and are responsive and accountable to them.
- In line with the Trust's civic role, work with civic partners and stakeholders in the local area, region and/or nationally to contribute to the Public Good, ensuring the value of the child and coherent public service for children and families.
- Foster and engage in the collective leadership of the sector building strong local systems to

address disadvantage and improve the quality of education for all pupils.

- Exert external influence on behalf of the Trust by active engagement with sector organisations, regulators, policy makers, local and national government, industry and other partners.
- Give public assurance of high standards of probity.
- Adhere to the Seven Principles of Public Life (Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, Leadership).



# Person Specification

		Essential (E) or Desirable (D)
Qualifications	<ol style="list-style-type: none"> <li>1. Educated to degree level</li> <li>2. Postgraduate degree in leadership and/or business management</li> <li>3. Qualified teacher status</li> <li>4. Appropriate national professional qualification, e.g. NPQEL, NPQH/CoE NPQH</li> <li>5. Evidence of recent and relevant continuing professional development.</li> </ol>	E D E D D
Experience	<ol style="list-style-type: none"> <li>6. Successful record of senior leadership at headteacher, executive, or equivalent level within a school or academy</li> <li>7. Experience of leadership across more than one key stage and demonstrable success in developing and implementing school improvement across key stages</li> <li>8. Proven track record of providing strategic direction and leadership for teaching and learning across multiple sites</li> <li>9. Evidence of successfully developing high-performing teams of professionals, delegating with accountability and providing support and challenge</li> <li>10. Experience in ensuring schools are prepared for successful Ofsted inspections and statutory assessment to achieve improvement or consistent outcomes</li> <li>11. Proven track record of strategic business planning including resource and facilities management; and successful financial management</li> <li>12. Demonstrable success in managing significant change programmes, e.g. growth, reorganisation</li> <li>13. Proven experience of successfully developing and implementing a collective vision and shared purpose</li> <li>14. Experience of working in a faith school.</li> </ol>	E E E E E E D E D
Knowledge and understanding	<ol style="list-style-type: none"> <li>15. Knowledge and understanding of child-safeguarding issues and successful use of measures that promote, monitor and ensure the safeguarding of children</li> <li>16. Knowledge and understanding of the standards and obligations set out in the Academy Trust Handbook</li> <li>17. Knowledge and understanding of strategic planning processes, strategic financial planning, budget management and principles of best value</li> <li>18. Knowledge and understanding of performance management, continuous professional development and sustained school improvement</li> <li>19. Understanding of the challenges and opportunities facing academies under the current educational landscape</li> <li>20. Knowledge and understanding of leading change, effective organisational development, planning, creativity and innovation</li> <li>21. Detailed and up-to-date knowledge of curriculum design and development, national educational policy, classroom management strategies, inspection procedures and statutory requirements; and understanding of strategies for improving outcomes and achieving excellence for all</li> <li>22. Knowledge and understanding of the trust schools' community context, including diversity and rurality issues</li> <li>23. Clear understanding and experience of the role of governance within a multi academy trust.</li> </ol>	E E E E E E E E E

Skills and abilities	<p>24. Commitment to lead, champion and support the Trust's agenda for safeguarding and promoting the welfare of all students</p> <p>25. Ability to empower, motivate and inspire individuals and teams to ensure that they are fully committed to the Trust and that students receive the highest quality learning opportunities at all times</p> <p>26. Excellent interpersonal skills. Able to proactively and positively engage and influence key stakeholders including members, trustees, local governors, staff, the Regional Director, DfE, parents/carers, and the wider school community to inspire confidence in the Trust</p> <p>27. Ability to hold others to account, challenge under performance to achieve the best possible learning outcomes for all and use developmental models for teaching and learning</p> <p>28. Proven ability to think strategically, analytically and creatively and to develop, communicate and successfully implement organisational strategies</p> <p>29. Proven ability of demonstrating the highest standards of personal and professional integrity and conduct, including modelling values and vision</p> <p>30. Proven ability to anticipate, plan, lead and manage successful organisational change with structures and systems where operational decisions are based on informed discussion</p> <p>31. Ability to develop, implement and maintain an open, fair, inclusive and equitable culture, which encourages learning and continuous professional development, ideas and contributions from others</p> <p>32. Commitment to lead, champion and support the Trust's agenda for equality, diversity and inclusion</p> <p>33. Ability to set and effectively monitor key performance indicators to identify areas of strength and weakness and where necessary plan interventions to ensure success</p> <p>34. Ability to listen and for effective self-reflection, acting on feedback to build on strengths and improve personal performance</p> <p>35. Excellent organisational skills.</p>	E
Other	<p>36. Willingness and ability to travel across Trust schools and attend events or meetings outside standard hours when required</p> <p>37. Successful completion of all pre-employment checks, including an Enhanced DBS disclosure with children's barred list checks.</p>	E



**Contact us**

Cheviot Learning Trust  
Sir Bobby Robson House  
Esh Plaza  
Sir Bobby Robson Way  
Newcastle upon Tyne  
NE13 9BA

[www.cheviotlearningtrust.co.uk](http://www.cheviotlearningtrust.co.uk)