



Shaw
Education
Trust



Careers

at Shaw Education Trust



Job Title:	National Director of Secondary
Grade:	Leadership
Salary:	Circa £120K
Conditions of Service:	SET Leadership Contract
Responsible to:	Chief Education Officer

Job Purpose

- To lead strategies which promote, maintain and improve standards of education in all secondary settings including leading sector curriculum and pedagogical innovation.
- To be the Subject Matter Expert (SME) for secondary education and provide the CEo/CEO and Trustees with accurate advice, information and guidance.
- To lead secondary schools and their teams across the Trust being responsible for tracking standards and triggering interventions.
- To engage with other leaders to pro-actively and collaboratively deliver inclusive curriculum, learning and performance.
- To provide strategic direction for secondary SET schools including growth and recruitment of new schools into the Trust.
- To Identify talent and professional development opportunities across the secondary sector.

Key Responsibilities

- Lead and co-ordinate educational development and provide advice to schools, ACs and the SET Board on all aspects of secondary education policy.
- Ensure quality assurance mechanisms are robust and used effectively to drive forward excellence in performance in the secondary sector. Working closely with other Directors, design a cyclical programme of standardisation linked to intervention and commissioning.
- To hold the sector EHTs/Headteachers/Principals to account for secondary standards and support their professional development.
- Liase with the Institute of Education to offer high quality of support to schools.
- Support CedO to develop high quality relationships with a range of external partners.
- Ensure positive secondary outcomes.
- To support secondary schools implementing a robust digital strategy.
- Promote the welfare of staff, valuing, respecting and celebrating diversity and achievements.
- Active implementation of Talent Management programmes, which deliver robust succession planning, by identifying and nurturing leaders of the future in the secondary phase.
- Contribute to the work of -the IoE within SET and across external schools by contributing to the CPD programme for example facilitating NPQH/EL/ECT programmes.
- Support schools to develop effective transition programmes across all key stages, including into the world of work.
- Contribute to Heads Together meetings by leading secondary sector time.
- Ensure all schools work together to promote excellence and secure high quality provision across SET with particular responsibility across secondary settings.
- Ensure compliance across secondary schools with mandatory and statutory policy, procedures and governance. To take robust action to ensure risks are well managed and contribute to the risk register.
- Negotiate and lead dialogues with statutory organisations as required by the CEo,
- Work with the Trust MIS and Data Manager to ensure Arbor is used effectively to generate robust and timely data on school performance as requested by the CEo.
- Complete, with the team, due diligence checks on potential new academies, supporting those processes in the secondary schools.

- Provide direct support to schools as required.
- Produce reports and papers as requested by the Chief Education Officer and for the SET Board.
- Be a public face for Shaw Education Trust and contribute to marketing and recruitment. The Director will engage with parents, communities and stakeholders to demonstrate the values, vision and principles of SET. They will take the lead in relationship development in the secondary sector- including scoping new schools which leads to fruition.
- Line manage the secondary executive headteachers/principals of SET academies, ensuring appraisal management is rigorous and standards are high.
- Create a culture of high expectation, which is steeped in an ethos of excellence, throughout SET, its schools, its leaders and its governance.
- Work with the Director of Governance and CEO to quality assure AC meetings/IEB Meetings, minutes and actions in the secondary schools. Ensure websites and school policies are compliant, safeguarding and safer recruitment processes are in place and the SCR is accurate.
- Work collaboratively across phases and sectors to liberate excellence for all Trust learners and staff.
- Ensure all SET schools are well prepared for external inspection by developing excellent internal processes and working with the Central Team.
- To undertake any further training as identified in the Shaw Education Trust review procedures.
- Ensure that safe working practices are followed in respect of COSHH and other Risk Assessment control measures.
- Employees must comply with the provisions of 'The Health and Safety at Work Act 1974' and must take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions whilst at work. Employees are also required to co-operate with their employer to enable them to perform or comply with any statutory provisions. The Trust's efforts to promote a safe and healthy working environment can only succeed with the full co-operation of its employees.
- To understand, comply with and promote Shaw Education Trust's safeguarding policy and procedures. It is the responsibility of all employees to make the working environment safe and secure for all. Everyone must adhere to the 5 Rs in relation to possible abuse: Recognition, Response, Reporting, Recording and Referral. The Trust can only ensure its dedication to the protection of vulnerable people with the full cooperation of its employees.
- The Trust has an Equality and Diversity Policy and it is the responsibility of all staff to comply with this. The key responsibilities for staff under this Policy are set out in the Trust Code of Conduct.

- To maintain the confidentiality about clients, staff and other Trust business. The work is of a confidential nature and information gained must not be communicated to other persons except in the recognised course of duty. The post holder must meet the requirements of the Data Protection Act at all times.
- To report to the line manager, or other appropriate person, in the event of awareness of bad practice.
- Recycle and manage energy within your environment.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's strategic priorities
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

This job description is intended to provide a broad outline of the main duties and responsibilities only. The post holder will need to be flexible in developing the role in conjunction with the Chief Education Officer. The post holder may be asked to carry out any other delegated duty or task that is in line with their post.

Qualifications and Experience

Qualifications/Training

- Qualified teacher (E)
- Honours graduate (E)
- Hold the NPQH qualification (E)
- Post-graduate qualification (D)
- Evidence of relevant professional development (E)
- An up to date knowledge of education policy and inspection (E)
- Knowledge and experience of the academies programme (E)

Experience / Knowledge / Skills

- Successful secondary headteacher experience in a school rated good or outstanding by Ofsted (E)
- Experience of leading inspection (D)
- A work profile which encompasses working in challenging contexts and delivering positive outcomes (E)
- Evidence of working to provide support to schools facing difficulty and to effect improved success rates (E)
- Delivery of training packages to internal and external audiences which enable improved quality of provision (E)
- A strong leader with proven management skills (E)
- ICT literate (E)
- Strong verbal and written communication (E)
- Must be able to present to large and small audiences with confidence and credibility (E)
- The skills to create good, authentic values driven followship (E)
- Ability to devise, implement and monitor policy and practice (E)
- An intelligent, critical eye, able to analyse information and digital solutions (E)
- Financial acumen, an ability to monitor budgets and hold people to account (E)
- Be able to engage with a variety of audiences in a confident and persuasive manner (E)
- Ability to develop teams, inspire confidence and deliver outcomes directly and at arm's length (E)
- The ability to manage workloads effectively and deliver to established timescales (E)

Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate. 	<ul style="list-style-type: none"> • Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development. 	<ul style="list-style-type: none"> • Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well.
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion 	<ul style="list-style-type: none"> • Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these. 	<ul style="list-style-type: none"> • Display professional credibility to team, peers, and trustees.

<ul style="list-style-type: none"> • Encourage a can-do approach personally and across your team. • Positively challenge poor behaviour and call it out. • Be highly and consistently visible across the organisation and within your team. • Demonstrate a consistent approach and calmness. 		
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Motivate and inspire

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Celebrate and acknowledge success of self and others. • Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition. • Demonstrate drive and ambition for self, team and Trust. 	<ul style="list-style-type: none"> • Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. • Understand and share your ‘why’ – and revisit it regularly. 	<ul style="list-style-type: none"> • Communicate a precise and clear vision. • Set the journey ahead which is understood by all. • Evidence sharp goal setting and achievement. • Ensure errors, oversights and mistakes are rare.

Reflection

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Demonstrate transparency and integrity within team and across the Trust. • Accept responsibility and be vulnerable, avoid a blame culture. 	<ul style="list-style-type: none"> • Take time to know yourself and engage in self-reflection and learning. • Ask thoughtful questions and seek the truth. • Give and accept feedback. 	<ul style="list-style-type: none"> • Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.

Secure accountability by giving tools to succeed by...

Attitude	Aptitude	Functional Capability
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<ul style="list-style-type: none"> • Giving generously with your time. • Ensuring 1:1 meetings are useful and effective in driving improvement. • Providing support and removing barriers to success. • Be true to your word, if you say you will do something, do it. 	<ul style="list-style-type: none"> • Have high expectations of yourself and others, seek out best practice. 	<ul style="list-style-type: none"> • Ensuring absolute clarity in terms of expectation and ‘the ask’. • Allocating resources effectively to support KPI delivery. • Be willing and able to have challenging conversations.
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In addition to candidates’ ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the ‘Two Ticks’ symbol and provides evidence of this on their application form they will be guaranteed an interview.

SW 28.02.2025

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.

