

# Secondary Director Application Pack



## **Gareth Stevens**

CEO of Inspiration Trust

### **Welcome from the CEO Inspiration Trust**

We are a multi-academy trust based in Norwich, educating 8,000 children in 14 schools throughout Norfolk and north Suffolk. The following pages give more information about the trust, our ethos and our ambitions.

We want to appoint an outstanding Secondary Director to lead our secondary schools in the next stage of their development.

As a member of the Executive Senior Leadership team, the Secondary Director will lead the strategic development and academy improvement strategy of our secondary academies across Norfolk and north Suffolk to ensure our aspirations are achieved.

The Secondary Director will build upon the capacity of our principals through mentoring, coaching, professional development and performance management to ensure our pupils receive an exceptional teaching experience at all times.

It is our default position to constantly seek ways to improve the educational outcomes for the children we educate. So, whilst we have a number of schools that are outstanding – as well as nationally recognised curriculum supported by highly efficient centralised functions – we are on a journey of improvement.

Inspiration Trust has grown from a single school in 2012 to its current size. We want to continue to grow the trust within our current East Anglian geographical footprint, continually investing in the strong support we give our schools, from innovative curriculum development through exceptional central leadership.

We look forward to hearing if you believe you have the exceptional qualities and determination to lead our secondary schools on the next phase of the journey.

Best wishes,

Gareth Stevens

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## ABOUT THE INSPIRATION TRUST

# OUR VISION & VALUES

We believe that every child deserves an excellent education. Our family of schools collaborate, support and innovate to give every child the best start in life. We're proudly committed to improving the standards of education in the East of England.

**We care** about every child that comes through our school gates, our staff, families and wider community.

**We share** our knowledge, ideas and expertise locally and nationally. Our teachers and leaders can benefit from our CPD programme and inspire the next generation of teachers through Inspiration Teacher Training.

**We dare to do more** for our children. We believe in a knowledge-rich curriculum combined with cultural opportunities, sports, music and enrichment. We're proud to support schools in some of the region's most disadvantaged areas – we believe every child can succeed.



# OUR PRINCIPLES

Our principles underpin everything we do as a multi-academy trust. We believe that every child deserves an excellent education and we're proud to support schools in some of the most deprived areas of the country. Our principles are inclusive and aim to support every child passing through our school gates.

## **PRINCIPLE ONE - ROUTINES AND PREPARATION FOR ADULthood**

We use routines to make school efficient and increase learning time. But, we ensure that over time this scaffolding is removed to prepare children for the independence of adulthood.

## **PRINCIPLE TWO - SOCIAL NORMS**

We raise our children to be comfortable in the social norms of most workplaces. But, we think hard about where those norms may not feel inclusive; we want our children to feel welcome.

## **PRINCIPLE THREE - POWERFUL KNOWLEDGE**

We teach powerful knowledge so that children can understand, access and influence our society. But, we also teach critiques of this knowledge - to give our children an edge and show them that a canon is always up for debate.

## **PRINCIPLE FOUR - THINKING**

We guide learning carefully to ensure all children can access the curriculum and know it. But, we also challenge children to apply their thinking to complex problems to strengthen their intellectual resilience.

## **PRINCIPLE FIVE - TEACHING BEHAVIOUR**

We have rules and systems to ensure good behaviour so that all children can learn, disruption free. But, we realise that behaviour needs to be taught, and some children need more support to reach that standard than others.



## **INSPIRATION TRUST'S MISSION**

# TRULY INCLUSIVE SCHOOLS

Our vision is for truly inclusive schools, where the needs of all children are met exceptionally well, including vulnerable learners, those from potentially disadvantaged backgrounds, those with special educational needs and the most able.

Our approach to curriculum is inclusive and built on the premise that all learners have an entitlement to powerful knowledge and an excellent education. This is key to social equity. Through excellent teacher training and development and the use of evidence based teaching approaches we ensure that all learners can access the curriculum, providing additional support where needed to meet children's needs.

As part of our approach to inclusion we also champion equality and diversity, ensuring our schools are places where difference is celebrated. Our schools also prioritise pastoral support and pupils' personal development and wellbeing to ensure they are able to achieve their potential. We believe that our schools can be truly inclusive whilst also having an academic vision where children achieve highly.







# DELIVERING POWERFUL KNOWLEDGE

Our work on curriculum is nationally recognised. We believe in the power of knowledge and offer a knowledge rich curriculum in our schools. Giving all our pupils access to a high quality education and the best possible opportunities is key to social justice and narrows the achievement gap for our most disadvantaged pupils.

With subject-specific knowledge at its heart, our curriculum is both inclusive and ambitious. Our teachers draw on the latest evidence and research about what works in the classroom so our pupils can reach their full potential and achieve excellent outcomes. Where pupils have special educational needs, we adapt our curriculum and teaching approaches to ensure all pupils can achieve and access the curriculum successfully.

Alongside an academic, knowledge rich curriculum, we also offer high quality enrichment in our schools, placing a high value on the arts, sport and cultural pursuits.







# DEVELOPING EVERY TEACHER

High quality curriculum and teaching goes hand in hand with great teacher development.

We know the difference an excellent teacher makes to our pupils and that is why we invest in our teachers, offering them great training and development.

Our teachers and schools are also supported by our central education team. Our team of central subject leads, school improvement experts and curriculum specialists provide dedicated support for our schools. Our central subject leads also add capacity by teaching in our schools.

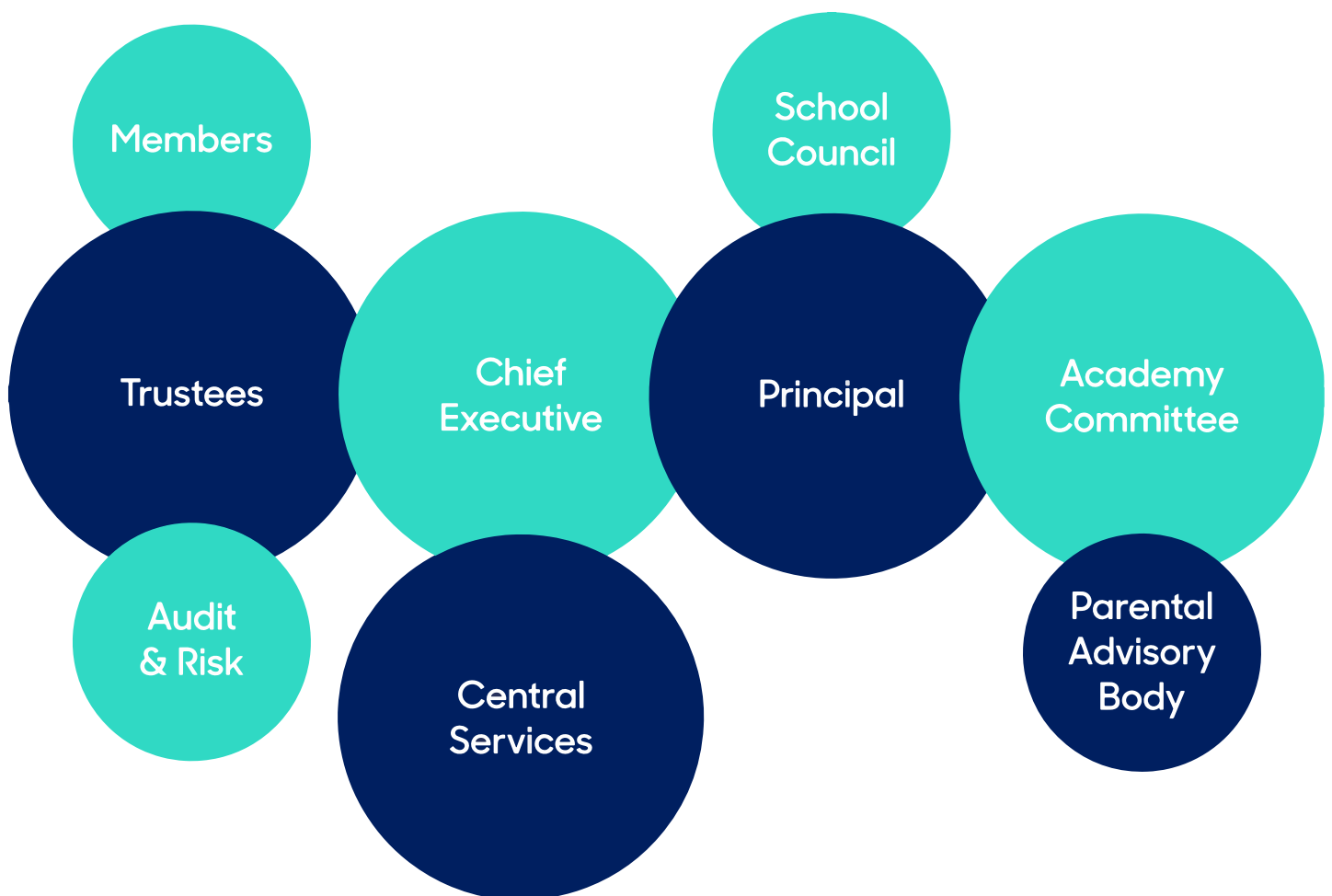
At the heart of our curriculum and teacher development strategy are our subject communities, which allow school subject leaders to come together and play a key part in developing and evaluating our curriculum.




## GOVERNANCE & FUNDING

### HOW WE WORK

Our formal structures are designed to give robust oversight and management of our academies, without unnecessarily restricting innovation.





We have five members who are responsible for appointing our trustees. Trustees provide strategic oversight and ensure we meet our legal obligations, both directly and through the audit and risk committee.

Trustees also have a dual role of helping and advising the Executive Team but also holding them to account for performance across many facets. We currently have five trustees whom either have extensive educational knowledge from other trusts or a wealth of senior business roles.

Formulation of strategy and day-to-day operations are delegated to the Chief Executive, who is supported by our Deputy Chief Executive, Secondary Director, Primary Director, academy principals and professional experts within our central services team.

Our principals are challenged and supported by academy committees. These are either individual to each academy, or, in the case of our Great Yarmouth and Norwich schools, they operate across a number of related schools.

Parental opinion is gathered either through two elected parent governors or a parent advisory body. This larger group allows for more parents to be involved and meet regularly with academy staff.

Our principals are constantly engaged within their communities as well as meeting with parents at open evenings and other events, and most schools operate a school council to encourage students to take an active part in their own education.

Financially the school has revenue income of around £45million p.a. mainly derived from ESFA funding and we have around 3-5% of revenue held as "free reserves" for any emergencies or special projects.



# OUR FAMILY OF SCHOOLS

We support eight secondary schools and three sixth forms, including the Ofsted rated 'Outstanding' Sir Isaac Newton Sixth Form and Hethersett Academy; and top performing free school Jane Austen College. Sharing, learning and collaboration is at the heart of what we do.



# GET TO KNOW OUR SCHOOLS

We support a mix of primary schools, secondary schools and sixth forms. Our secondary schools are on a journey of improvement – we're looking forward to seeing updated Ofsted ratings that reflect their current performance very soon.

Secondary	Number on Roll	Age Range	Ofsted Rating
Cromer Academy	669	11-16	Good 2016
East Point Academy	819	11-16	Good 2016
Great Yarmouth Charter Academy	848	11-16	Good 2019
Hethersett Academy	985	11-16	Outstanding 2016
Jane Austen College	890	11-18	Good 2016
The Hewett Academy	317	11-16	Good 2018
The Thetford Academy	1107	11-18	Good 2020
Wayland Academy	535	11-16	Requires Improvement
Sixth Form			
Jane Austen College Sixth Form	222	16-18	Good 2016
The Thetford Academy Sixth Form	71	16-18	Good 2020
Sir Isaac Newton Sixth Form	440	16-18	Outstanding

# inspiration teacher training

Inspiration Teacher Training has been born out of the Inspiration Trust. Our School Centered Initial Teacher Training (SCITT) courses include a range of secondary subject specialisms. Many of our secondary graduates go on to work within our family of schools.

We focus on delivering subject specialist training through our training centre in Norwich and school placements across Norfolk.





# Inspiration Teaching School Hub

Inspiration Trust was awarded a Teaching School Hub in March 2021. This means from September 2021 teachers across Breckland, Great Yarmouth, South Norfolk and Waveney will be able to access top quality professional development via the Inspiration Trust's Teaching School Hub. The hub will run training and leadership development programmes for teachers and education professionals.

Inspiration Trust already runs an extensive professional development programme for local teachers, including speakers such as Mary Myatt, Tom Bennett, Loic Menzies and many of the country's other top education minds. This is supported by the trust's internal development offering and Aspiring to Headship course.

Inspiration Teaching School Hub will have satellite hubs across the region to make sure teachers can access training and development opportunities near their schools.

## ANGLES MATHS HUB

Angles Maths Hub is based at Sir Isaac Newton Sixth Form and promotes excellence in maths teaching in Norfolk and Suffolk. It is part of the national network, backed by the National Centre for Excellence in the Teaching of Mathematics. The core purpose of maths hubs is to help schools and colleges lead improvement in mathematics education in England.

They offer training and resources for teaching from primary through to sixth form, helping teachers across the region support their pupils to achieve their very best. We work alongside all the maths leaders and teachers within Norfolk and Suffolk to develop and spread excellent practice, for the benefit of all pupils and students. We are part of the wider development of school-led system leadership in England.

# JOB DESCRIPTION





<b>Job title</b>	<b>Secondary Director</b>
<b>Salary scale</b>	<b>L36 - L40 plus performance related bonus</b>
<b>Accountable to</b>	<b>Deputy Chief Executive Officer</b>

As a member of the Executive Senior Leadership team, the Secondary Director will lead the strategic development and academy improvement strategy of our secondary academies across Norfolk and north Suffolk to ensure the aspirations of the trust are achieved.

Reporting to the Deputy Chief Executive Officer the Secondary Director will build upon the capacity of principals through mentoring, coaching, professional development and performance management to ensure our pupils receive an exceptional teaching experience at all times.

Ensuring a high level of visibility in academies, the role will be based in Norwich with travel required between academies on a regular basis.

## RESPONSIBILITIES

<b>1. Overall</b>	<ul style="list-style-type: none"> <li>● Provide strategic leadership and direction in regards to secondary education to achieve the trust's mission of transforming education in East Anglia.</li> <li>● Ensure our educational provision supports all children in being able to reach their full potential.</li> <li>● Ensure budgetary compliance in all areas.</li> <li>● Develop exceptional leaders within secondary academies, who are empowered to transform children's education.</li> <li>● Deliver outstanding results for all pupils at our academies irrespective of their start point with us.</li> <li>● Be a prominent public figure for external relationships and communications.</li> <li>● To be accountable for the overall standards, high outcomes, ambitious targets and excellent pupil experience in our secondary academies.</li> </ul>
<b>2. Strategic</b>	<ul style="list-style-type: none"> <li>● Provide inspirational leadership and direction to secondary academies.</li> <li>● In conjunction with the Deputy Chief Executive Officer (CEO) develop a secondary academy strategy that aligns to the vision of the trust</li> <li>● Support principals to develop and maintain strategies for how academies will achieve their set vision.</li> </ul>

<b>2. Strategic cont.</b>	<ul style="list-style-type: none"> <li>● In conjunction with the Deputy CEO support initiatives for secondary sector growth at a progressive and sustainable rate.</li> <li>● Implement the trust's strategy, ensuring rigour of delivery at every level so that ambitious goals are achieved.</li> <li>● Support the business planning process for the trust.</li> <li>● Support the Deputy CEO in strategic decision-making about the Trust's strategy and approach to strategic questions or challenges in regards to secondary education.</li> <li>● Ensure academies have in place robust and appropriate risk mitigation and management which aligns to the trust's overall objectives.</li> <li>● Develop and maintain effective relationships with key partners/stakeholders: the Regional School Commissioner (RSC), Department for Education (DfE), Education Funding Agency (EFA), the Local Authorities, Trade Unions, local teaching schools, Trust Directors, school leaders and the Academy Committees.</li> <li>● Influence the future direction of the trust, by seeking and analysing opportunities to grow our impact in the secondary sector.</li> <li>● Lead strategic projects of importance to the trust.</li> <li>● Tracking external educational, policy and market developments, applying insights gained to advising on strategic decision-making relevant to secondary education.</li> </ul>
<b>3. Leadership and management</b>	<ul style="list-style-type: none"> <li>● Be a visible and inspiring leader to rally the education staff to achieve ambitious goals for our children.</li> <li>● Identify and develop high-potential staff to become the future leaders of the trust.</li> <li>● Monitor the implementation of the trust's strategy and policies to ensure that the desired progress is being made throughout secondary academies.</li> <li>● Communicate effectively across the academies and support a culture which empowers employees, increases their commitment and sense of belonging; resulting in employees who are proud to be a part of the Inspiration Trust.</li> <li>● Ensure a supportive and inclusive working environment, high performance, prioritisation and sequencing of workloads, and a culture of continuous improvement.</li> <li>● To provide regular challenge to principals through focused line management to secure improvement.</li> </ul>

<b>3. Leadership and management cont.</b>	<ul style="list-style-type: none"> <li>● Ensure the self evaluation process drives performance to the highest levels.</li> <li>● Ensure that academy improvement and development plans are ambitious, sharp and focused on strategic priorities.</li> <li>● To foster innovative and collaborative ways of working.</li> <li>● To identify best practice from within or beyond the trust and ensure that this is shared and embedded across the trust.</li> <li>● To undertake interim or executive leadership roles where critical intervention strategies may be required.</li> </ul>
<b>4. Quality of education / academy improvement</b>	<ul style="list-style-type: none"> <li>● Ensure secondaries have an outstanding curriculum.</li> <li>● Be accountable for the quality of teaching across secondary academies.</li> <li>● Continue to raise standards in the trust's secondary academies, including in key stage results.</li> <li>● Lead areas of responsibility in such a way that all children are able to share in educational success, and that no child is disadvantaged because of their background or additional needs.</li> <li>● Intervene swiftly and decisively when necessary to raise standards in any area where children are not receiving an education of the quality they deserve.</li> <li>● To undertake interim or executive leadership roles where critical intervention strategies may be required.</li> <li>● To ensure high standards of inclusion in our secondary academies, within trust inclusion frameworks, and work closely with the central inclusion team to ensure this.</li> <li>● Keep abreast of statutory expectations around education, including SEND, pupil premium, attendance and safeguarding (in liaison with trust inclusion teams), and ensure secondary academies are compliant and records are orderly and well kept.</li> <li>● Maintain appropriate records of work undertaken and report orally and in writing in a manner which ensures high levels of accountability to the Deputy CEO, the CEO, Trustees, and Academy committees.</li> <li>● Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the academies.</li> <li>● Lead staff development where appropriate.</li> </ul>

<b>5. Finance and resources</b>	<ul style="list-style-type: none"> <li>● Allocate resources in a strategic way such that all areas of responsibility are able to make their contribution to achieving its vision.</li> <li>● Take personal responsibility for the propriety and regularity of public finances in the trust's charge.</li> <li>● Be accountable for large scale asset management and capital projects.</li> </ul>
<b>6. Safeguarding and compliance</b>	<ul style="list-style-type: none"> <li>● Ensure that all secondary academies within the trust meet their safeguarding responsibilities in line with current legislation.</li> <li>● Promote a culture of prioritising and embedding safeguarding.</li> <li>● Ensure that all secondary academies meet their legislative and statutory requirements, including Health and Safety and those required by Companies House, the Charity Commissioners, Data Protection, and the master and supplementary Funding Agreements.</li> <li>● Embed across the trust clear quality assurance systems that drive consistency and improvement in performance.</li> <li>● Ensuring academies are well prepared for external review or inspection from regulators and being up to date on the latest regulatory frameworks.</li> </ul>

## Performance Management

Participating in the trust's arrangements for performance management, professional development and the trust's arrangements for quality assurance and internal verification.

## Context


All staff are part of the whole trust team. Each individual is required to support the values and ethos of the trust and trust priorities as defined in the Trust Strategic Plan. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a demanding environment.

## Miscellaneous

To undertake any further tasks which could be reasonably expected by the trust.

The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information. This post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly.

The trust will endeavour to make any necessary reasonable adjustments to the job and work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



It is a requirement of the post holder to make positive efforts to maintain their personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy.

This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the trust in relation to the post holder's professional responsibilities and duties.

**The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure & Barring Service) to be undertaken. It is essential that you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the trust.**




## SECONDARY DIRECTOR SPECIFICATION



## PERSON SPECIFICATION

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>● Qualified Teacher Status</li> <li>● Degree</li> <li>● Evidence of continuous learning</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of continuous learning and commitment to further professional development</li> <li>● NLE status</li> <li>● Achieved NPQH</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>● Successful strategic leadership of a peer group to achieve agreed outcomes within the education sector</li> <li>● A track record of leading organisational change and improvement in a comparable setting</li> <li>● Demonstrable experience of leading a secondary school to achieve excellent outcomes for pupils</li> <li>● Successful experience of curriculum design</li> <li>● Experience of senior leadership and management at principal level</li> <li>● Experience of managing more than one site and giving school to school support and improvement</li> <li>● Experience in the analysis of performance data for the purposes of target setting and evaluation</li> <li>● Experience of monitoring and improving quality of education</li> <li>● Excellent organisational skills phases including EYFS</li> </ul>	<ul style="list-style-type: none"> <li>● Successfully led significant organisational change</li> <li>● Demonstrable success in achieving rapid and sustained school improvement</li> <li>● Experience of successful working with governing bodies or boards</li> <li>● Evidence of strategic planning and budgetary management</li> </ul>



	Essential	Desirable
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>● Demonstrable passion for continuous learning and development; with evidence of always seeking opportunities for improvement for self and others to drive business performance and outcomes</li> <li>● Proactive management, communication and relationship building with all stakeholders</li> <li>● Building effective teams through people management skills such as: leadership, vision, communication, motivation, constructive challenge and delegation</li> <li>● Able to work at pace in an agile manner, with ability to flex and adapt leadership style whilst providing certainty, security and clear direction</li> <li>● Up to date knowledge in subject, national policy, pedagogy, classroom management strategies, inspection frameworks and statutory requirements</li> <li>● Clear understanding of the current education landscape</li> <li>● Proven experience of good working relationships with stakeholders</li> <li>● Proven ability to lead an organisation successfully through a period of change</li> <li>● Demonstrate personal and professional integrity, including modelling values and vision</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding of issues specifically relating to Academies, Free Schools and Alternative Provision</li> </ul>

	Essential	Desirable
Other	<ul style="list-style-type: none"> <li>Committed to safeguarding and promoting the welfare of children</li> <li>Willingness to work flexible hours, including evenings and weekends when necessary</li> </ul>	<ul style="list-style-type: none"> <li>Current driving licence and access to a vehicle</li> </ul>
Personal qualities	<ul style="list-style-type: none"> <li>Belief in and commitment to the overarching values of the trust and ability to articulate vision to a wide range of audiences</li> <li>Highly effective and credible leader, who inspires the respect and support of others and has an open and approachable interpersonal style</li> <li>Commitment to the highest of standards in all areas of school life</li> <li>The ability to be able to build a positive organisational culture, encourage reflection, delegate responsibility, build teams, strive for continuous improvements and inspire staff</li> <li>Excellent relationship management, able to build effective working relationships at all levels, reinforcing partnerships</li> <li>A strategic thinker who can establish and develop systems and processes to grow and mature the trust</li> <li>Ability to develop a high profile and be a strong visible presence for the trust</li> <li>Well-developed interpersonal and communication skills</li> </ul>	



**WE CARE**

**WE SHARE**

**WE DARE TO DO MORE**

**inspiration  
trust**

[www.inspirationtrust.org](http://www.inspirationtrust.org)