

Central England Academy Trust

Recruitment Information Pack



Strategic Lead for School Effectiveness and Compliance

Starting January 2027



Oak Wood
Primary



Oak Wood
Secondary



Higham Lane School
Work Hard | Be Kind | Take Responsibility



Contents Page



Welcome from our CEO	Page 3
CEAT Values	Page 4
Employee Benefits	Page 5
Key Dates, Contact Information and How to Apply	Page 6
Safeguarding, Equalities and Data Protection	Page 7
Job Description	Page 8
Person Specification	Page 11



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Welcome from our CEO

3

Thank you for your interest in becoming the Strategic Lead for School Effectiveness and Compliance at Central England Academy Trust.

From September, our growing Trust will consist of a diverse family of 7 schools, mostly around the Nuneaton area. These include Watling Meadows - a brand new mainstream 2-form entry primary school opening in September 2026, and Beaufort School - a primary special school in Birmingham joining our Trust. Our vision for Trust growth is centered around our mantra of 'the right schools for the right reasons'. We are extremely proud of our family of schools and the work they do to serve our communities.

We are excited to recruit a highly driven, competent and inspirational leader who can bring our core values to life, and help ensure the highest quality opportunities and education for all of our students from their very first day.

We look forward to welcoming applications from experienced leaders who thrive on collaboration and innovation and making a difference to the life chances of the young people who we serve. I hope this application pack provides you with the information needed to consider applying for this position, and I wish you every success with your application.

Best wishes,



Andrew Dickinson
Chief Executive Officer



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Collaboration: To work closely and productively with others for the greater good of everyone involved. To be positive, thoughtful and supportive towards others through showing appreciation and respect of own and other cultures, values and beliefs. We want everyone in our Trust to feel as though they are an important part of a large family.



Equity: Recognising that we do not start from the same place, equity is about providing others with what they need in order to provide an equal access to opportunities. We want our school communities to be happy, empowered and supported through democratic processes and robust systems and structures where the autonomy, strengths and the uniqueness of the individual is supported, promoted and celebrated.



Aspiration: To always be ambitious ensuring that pupils and staff in our schools have the knowledge and skills to progress towards their aspirations and beyond. To support pupils to take their place in society and achieve success in adulthood.



Trust: To feel safe knowing that the reactions of others are well meaning and that systems and structures to support are consistent and predictable. To be well-informed and kept up-to-date and empowered to communicate wishes, concerns and opinions without fear of retribution.



We strive to be an employer of choice, and we are committed to ensuring our employees feel valued, appreciated and are at the heart of what we do.

We have a number of core benefits which include:

Professional Development

- We support all of our schools and services to offer professional development that is rooted in the evidence of what improves teaching and learning.
- We listen to what your career aspirations are and how we can support you within your role.
- We provide Trust-wide CPD in key areas, including SEND and inclusion, safeguarding, attendance, behaviour / regulation and teaching and learning.
- We support staff in accessing a wide range of qualifications, including Diplomas, Masters and National Professional Qualifications (NPQs).

Appraisal

- Our staff appraisal focuses on supporting our employees to be the very best they can be. There is no performance-related pay in our Trust, and we put staff at the heart of what we do, so they can put children at the heart of what they do.

Apprenticeship Levy

- As a large employer we pay into the Apprenticeship Levy Fund and are therefore able to offer a wide range of apprenticeships to both new and existing staff.

Pension Schemes

- A contributory pension scheme relevant to your role: Teachers' Pension Scheme for teaching staff, and the Local Government Pension Scheme for non-teaching staff.

Employee Support Schemes

- Subsidised eye care for extended VDU users
- A Gym Membership Scheme
- A Cycle to Work Scheme
- An Employee Assistance Programme, providing practical and emotional support
- An Employee Benefits Scheme, offering discounts on everyday essentials
- A Health Cash Plan benefit, providing reimbursements for various health-related expenses, including dental treatments, optical care, physiotherapy and more



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Key Dates

6

- **Application Deadline:** Monday 14th September 2026 by 5pm
- **Interviews:** Week beginning Monday 21st September 2026
- **Start Date:** January 2027

Contact Us

A visit to one of our Trust schools is encouraged and warmly welcomed. To organise a visit and conversation with our CEO, Andrew Dickinson and / or our Trust and School Development Director, Jen Roberts, please contact:

Vicky McKay (PA to the CEO): vmckay@centralengland.co.uk

How to Apply

The closing date for applications is: **Monday 14th September by 5pm.**
(If you encounter a problem in meeting this deadline, please contact the Trust).

If you are interested in applying for this post, please click on this link [Central England Academy Trust | Vacancies](#) and select the Strategic Lead for School Effectiveness and Compliance position.

As part of your application, please attach a supporting statement (no more than 2 pages) outlining how your leadership experience and skills meet the person specification for the role. We really look forward to reading your application!



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Safeguarding

7

Central England Academy Trust is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects our staff and volunteers to share this commitment. Successful applicants will be required to provide references, undertake an enhanced check through the Disclosure and Barring Service, and comply with the Safeguarding Policy and child protection practices of the Trust.

Equalities

Central England Academy Trust has a strong commitment to achieving equality of opportunity in its academies and in the employment of people. The post will ensure that the Trust meets its statutory obligations in relation to all aspects of equalities legislation.

Data Protection

Central England Academy Trust is also strongly committed to protecting personal data. Our Privacy Notice, which can be found under the GDPR section on the Trust website, describes why and how we collect and use personal data and provides information about individuals' rights: [Central England Academy Trust - Data Protection](#)



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Position Profile

Job Title	Strategic Lead for School Effectiveness and Compliance
Responsible to	Trust and School Development Director
Remuneration	L16-L18 (£77,676 - £81,457)
Location	GEM Building (Trust base) with travel between schools

Purpose of the Role

The Strategic Lead for School Effectiveness and Compliance is a senior Trust-wide role within the Central Team. Reporting to the Trust and School Development Director, the post holder will provide strategic leadership for school improvement, quality assurance and compliance across the Trust.

The role ensures that safeguarding practice is exemplary and fully aligned with Keeping Children Safe in Education (KCSIE); that behaviour culture is strong, inclusive and consistent; and that all of the statutory compliance requirements including policies, website content and staff conduct are met to a high standard.

The postholder will work closely with Trust and School leaders to ensure that Trust values underpin all practice. Development, monitoring and evaluation of safeguarding, teaching, learning, attendance, behaviour and compliance will directly contribute to sustainable school improvement and secure positive outcomes for pupils.

Responsibilities of the role

Strategic Leadership (Applied knowledge and Expertise)

- Lead the Trust's school improvement strategy, ensuring alignment with the Trust vision, values and strategic priorities.
- Develop and implement a Trust-wide framework for evaluating school effectiveness.
- Support schools in achieving sustained improvements in educational outcomes and quality of education.
- Maintain expert knowledge of safeguarding legislation, KCSIE, Working Together to Safeguard Children, behaviour and exclusion guidance, and statutory compliance requirements for schools.
- Provide expert advice on behaviour culture, behaviour policies, complex cases, risk assessments, reintegration, suspensions and permanent exclusions.
- Lead DSL for the Trust central team.

Quality Assurance

- Design and lead Trust-wide quality assurance processes, including reviews, audits, and evaluations.
- Analyse performance data to identify strengths, risks, and areas requiring intervention.
- Coordinate school reviews and monitoring visits, attending external SIP visits as appropriate.
- Facilitate quality assurance procedures for the use of alternative provision, managed moves and off-site directions
- Produce accurate, timely and high-quality reports for the TSDD, Executive Team and Trust Board.
- Monitor attendance data across the Trust and offer advice and guidance on appropriate strategies and interventions.

People Leadership and Development

- Model Trust values and promote a positive, collaborative culture across all schools.
- Apply extensive leadership experience to support leaders/DSLs, strengthen practice and ensure robust systems are in place across all schools.
- Lead and facilitate professional development and collaborative approaches across schools to share best practice and increase leadership capacity.
- Support schools to respond effectively to complex attendance, behaviour and safeguarding cases, including multi-agency involvement, escalation and risk management.
- Provide coaching, mentoring and professional development for senior leaders and DSLs.
- Ensures all staff receive high-quality safeguarding training, annual updates and role-specific development.

Compliance and Risk Management

Ensure Trust compliance with:

- Department for Education requirements.
- Academy Trust Handbook requirements relevant to educational provision.
- Ofsted toolkit and expectations.
- Safeguarding legislation and guidance.
- Equality legislation.
- Statutory school policies and procedures.

Policy and Procedure

- Lead the development, review, and implementation of Trust-wide policies relating to educational provision, safeguarding, attendance, behaviour, SEND and pupil welfare.
- Maintain compliance monitoring systems and schedules to ensure schools meet statutory publication requirements.

Audit and Assurance

- Coordinate compliance audits, reviews and monitoring activities across Trust schools.
- Monitor implementation of recommendations arising from audits, inspections and external reviews.
- Maintain oversight of risks relating to educational standards, safeguarding, attendance, behaviour and compliance. Implement and monitor action / improvement plans.
- Oversees statutory website compliance across all schools, ensuring accurate, timely and complete publication of required information.
- Provide assurance reports to the CEO and Executive Team on safeguarding compliance and practice.

Stakeholder Engagement

- Develop positive working relationships with Headteachers, school leaders and external agencies.
- Represent the Trust in local, regional and national school improvement networks.
- Support schools during Ofsted inspections and external reviews.
- Promote collaboration and the sharing of effective practice across Trust and wider networks.

Supporting Growth and Trust Development

- Support due diligence processes for schools joining the Trust, including education, safeguarding and compliance reviews.
- Ensure new schools understand and adopt Trust safeguarding, behaviour and compliance expectations.
- Contribute to Trust growth strategy by ensuring safeguarding and compliance readiness for new provisions, including free schools.
- Support the Trust leaders in preparing safeguarding and behaviour elements of bids, applications and pre-opening documentation.

Other Responsibilities

- Upholds and promotes the vision, values and ethos of Central England Academy Trust.
- Acts at all times in accordance with Trust policies, including Safeguarding, Code of Conduct and Health & Safety.
- Participate in appraisal, training and professional development.
- Undertake any reasonable duties requested by the TSDD or CEO that are commensurate with the role.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from their line manager to undertake work of a similar level that is not specified in this job description. This job description is current at the date of issue, but, in consultation with you, may be changed by the CEO to reflect or anticipate changes in the job commensurate with the grade and job title.

Qualifications and Training	Essential / Desirable	Application Form	Interview
Qualified teacher status (QTS).	E	X	
Degree-level qualification.	E	X	
Evidence of sustained professional development in safeguarding, behaviour, leadership or compliance.	E	X	
Advanced safeguarding training (Level 3 or equivalent) and up-to-date knowledge of KCSIE and Working Together to Safeguard Children.	E	X	
Training in behaviour leadership, exclusions, risk assessment and statutory compliance.	E	X	
Safer recruitment training (or willingness to undertake immediately).	E	X	
Experience	Essential / Desirable	Application Form	Interview
Must have previously served as a Deputy Headteacher (DHT) or Headteacher (HT) with whole-school leadership responsibility.	E	X	
Held the role of Designated Safeguarding Lead (DSL) or Deputy DSL (DDSL) with significant experience managing complex safeguarding cases.	D	X	
Proven track record of leading safeguarding culture, systems and practice.	E	X	
Experience leading behaviour strategy, behaviour policy implementation and managing high-level behaviour incidents.	E	X	
Experience working with multi-agency partners including social care, police, health and Early Help.	E	X	
Experience advising senior leaders and governing bodies on school effectiveness and statutory compliance.	E	X	
Experience contributing to or leading school improvement work.	E	X	
Experience supporting or working across multiple schools.	D	X	
Experience producing high-quality reports for senior leadership, Governors/Trustees or external bodies.	E	X	

Knowledge and Skills	Essential / Desirable	Application Form	Interview
Expert understanding of safeguarding legislation, KCSIE, Working Together, behaviour and exclusion guidance, and statutory compliance requirements for schools.	E	X	X
Strong understanding of behaviour culture, inclusive practice and effective behaviour systems.	E	X	X
Strong understanding of guidance related to attendance, use of alternative provisions, managed moves and off-site directions	E	X	X
Ability to analyse safeguarding, attendance and behaviour data to identify trends, risks and priorities.	E	X	X
Ability to lead audits, evaluate practice and implement improvement plans.	E	X	
Skilled in managing sensitive, complex and high-risk safeguarding cases.	E	X	X
Strong communication skills, including the ability to influence, challenge and support senior leaders.	E	X	X
Ability to produce clear, accurate and high-quality written reports.	E	X	X
Strong organisational skills and the ability to manage competing priorities across multiple schools.	E	X	X
Ability to coach, mentor and develop DSLs, behaviour leads and senior leaders.	E	X	
Ability to build strong, trusting relationships across schools and external agencies.	E	X	
Personal Qualities	Essential / Desirable	Application Form	Interview
High levels of integrity, discretion and emotional resilience.	E	X	
Calm, professional and authoritative presence, especially in high-pressure situations.	E	X	X
Commitment to safeguarding as the highest priority in all decision-making.	E	X	X

Personal Qualities (continued)	Essential / Desirable	Application Form	Interview
Values-driven, with a strong moral purpose and commitment to inclusion.	E	X	
Able to challenge poor practice with clarity, confidence and sensitivity.	E	X	X
Highly credible and able to inspire confidence in others.	E	X	
Collaborative, approachable and able to build strong relationships at all levels.	E	X	X
Reflective, open to feedback and committed to continuous improvement.	E	X	
Able to model the Trust's values and promote a positive, supportive culture.	E	X	X

**Note: Due to the nature of how a multi-academy trust operates there is an expectation that all staff are willing and able to travel across the MAT (via their own car) to provide school-to-school support from time to time, as required. This means that a clean driving license and acceptance of these terms is essential.*



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