



VICE CEO INFORMATION PACK



NO SET DESTINY FOR ANY CHILD

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VICE CEO ADVERT



Role: Vice CEO

Salary: L34 – L38 (£100,886 - £111,146)

Start Date: September 2023 or earlier by agreement

The Generations Multi Academy Trust (GMAT) is an aspirational cross-phase MAT currently comprising three schools all located in Cheshunt, Hertfordshire. The MAT will also imminently have nursery provision operating from one of its sites. Our CEO will retire within 3 years after a long and successful career, and the Trust is keen to start now on the process of succession planning for what is the most pivotal and influential role in any Trust. As such, Trustees are looking to appoint a Vice CEO with the values, vision and strategic leadership to continue and develop the Trust's daily work of ensuring no set destiny for any child. The successful applicant will work with a very high degree of autonomy and delegated authority, whilst also having access to guidance and support from the existing CEO.

The three schools are each graded as either outstanding or good. The Trust was founded on the principle that individual schools are generally best placed to understand and meet the need of their students and local communities, and as such Principals and their Local Boards are given a high degree of autonomy. The MAT is defined by the commitment of its people to creating improved life chances for young people, and the Vice CEO will work with an extremely collegiate and high performing team of leaders and staff.

There is a strong possibility that the Trust will further expand for September 2023. However, GMAT has no plans for world domination: we do what we do with great success and intend to manage our success and growth carefully.

This is an exciting time for the Trust and for the new Vice CEO to help define and guide its future development. Your values must be aligned with those of the Trust, and you will be committed to improving children and young people's life chances through the provision of the highest quality of education. You must be able to demonstrate a strong track record of securing school improvement as a strategic leader in an education focused setting. You will have excellent communication skills, with the ability to build effective relationships with a diverse range of audiences. Your positive, can-do attitude, ambition and evidence-based thinking and vision will inspire others, and you will have the focus to ensure successful outcomes are reached.

This is an exceptional opportunity for a colleague with ambitions for Trust leadership to further develop their skills and experience within the context of a supportive and high-performing Trust. Interested candidates are welcome to have confidential discussions with the CEO and to visit the Trust. If you would like to do so, please contact Nina Wood on nwo@goffs.herts.sch.uk or on 01992 630443. We would be delighted to both talk to and meet with you.

Recruitment Timeline:

Closing date - 9am, Friday 14th April 2023 | **Final Interviews** - 20th and 21st April 2023

GMAT value equality and diversity and are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be subject to safer recruitment practises including satisfactory references and an enhanced DBS check for the appointed candidate.

WELCOME FROM THE CHAIR OF TRUSTEES



Dear Candidate

I am delighted that you are interested in becoming the Vice Chief Executive Officer for Generations Multi Academy Trust. This post has been created as a response to the Trust's expansion and as part of its well established and successful succession planning. Our CEO, Alison Garner, will retire within 3 years after a long and successful career. The Trust is keen to start now on the process of growing a new leader for what is the most pivotal and influential role in any Trust. We cannot, of course, guarantee that the person appointed will succeed Alison, but it is our intention to recruit someone of sufficient ability and experience that this will be a very real possibility.

GMAT is based in Cheshunt in Hertfordshire and currently has two secondaries and one primary school. We are also about to launch an independently run Nursery from the site of one of our secondaries. We currently support around 2,576 students and 348 staff. There is a strong possibility that the Trust will further expand for September 2023. GMAT has no plans for world domination: we do what we do with great success, and intend to manage our success and growth carefully. Our Vice CEO will help to lead our current and future educational success, working closely with the CEO and Board of Trustees on our plan for growth, ensuring that our educational and service proposition are something that new partners will want to join, to which they will contribute and from which they and we will benefit.

All the schools in our Trust are, first and foremost, outstanding learning communities where academic excellence is married with nurturing environments designed to ensure that every child can thrive. We believe in providing a structured and disciplined working environment in which all students can achieve their full potential. There is a very high standard of teaching across all schools which, coupled with a strong work ethic, allows our students to flourish. Our imperative, the relentless focus of the daily work of each member of our staff, is directly reflected in our core commitment to there being no set destiny for any child, regardless of their starting point.

Partnership is at the heart of our improvement strategy with all of our academies. Fundamentally, we are committed to having a Trust wide school-led system that ensures:

- Quality first delivery day in and day out
- The highest standards of achievement for each child
- Robust and effective leadership and governance
- The highest standards of financial/business delivery, ensuring that the Trust's business operation underpins the delivery and work of all of our academies



- Personalised, high quality professional development for staff, ensuring a highly skilled workforce. This work includes opportunities for the identification and dissemination of effective practice, and engagement in research and development

The Trust benefits from highly experienced and senior Trustees. We have very deliberately created a MAT wide fully centralised suite of services encompassing Finance, HR, ICT, Facilities, Data and Income Generation. The latter currently generates in excess of £0.5m pa, money that is ploughed directly back in to enhanced staffing levels and facilities. All of our schools and their leaders reap the rewards of expert central support, allowing them to focus on their core purpose of running their schools.

Our people are our greatest asset and are nurtured and developed as such. You would join our existing MAT Executive Leadership Team which comprises the CEO, CFO, People Director, Finance Manager, Trust Effectiveness Advisor (overseeing data and business analysis), the Director of ICT, and each Principal/Headteacher. They are an exceptionally close and supportive group of people who share a common determination to ensure the very best life chances for young people. Importantly, they all thoroughly enjoy working together, and share the highs and lows that come with educational leadership.

The role and job description have been carefully structured to give you significant day to day autonomy. As Vice CEO, you will focus your energy and skill on ensuring that our schools and Trust deliver as they need to.

More detail is contained in the Job Description later in this brochure but a common theme is that, as Vice CEO, you will work closely with the CEO, myself, the Trust Board, the schools' LABs, and our Principals, to ensure we have a transparent and agile Trust known for its high quality educational provision, care and support.

This job will be exciting and you will have a very strong say in how it functions and evolves over time. Some of the strategic, operational and external issues you face will, at times, be complex but you will have the daily support and guidance of the CEO, without being stifled in your role, plus the knowledge that the rewards are huge as you work with dedicated colleagues to serve the young people who attend our schools, especially those who come to us with least advantage.

If you would be interested in talking to myself or Alison, and/or visiting the Trust, please do not hesitate to contact Alison's PA, Nina Wood, on nwo@goffs.herts.sch.uk or on 01992 630443. We would be delighted to both talk to and meet with you.

I very much look forward to receiving your application.

Andrew Clarke KC

Chair of the Generations Multi Academy Trust Board

APPLICATION PROCESS

Please submit the GMAT Application form to include your personal statement, outlining saying in no more than two sides of A4 minimum font size 11, why you think you are the person we need, and providing verifiable evidence of your experience, skills, abilities and knowledge.

Your application should include full contact details (address, daytime, home and mobile telephone numbers where applicable and email addresses) and details of 2 referees.

For each referee please provide their name, position, organisation, telephone numbers and email addresses where known. One of these referees must be your current or most recent employer. If you do not wish us to contact referees at this stage please make this clear.

The MAT is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This position is subject to a criminal records check from the Disclosure and Barring Service (DBS) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application form.

Please return your completed application electronically to Lisa Cardinali, People Director, on lca@generationsmat.com.

Deadline for applications: 9.00am Friday 14th April 2023

Interviews: 20th and 21st April 2023

CENTRAL SERVICES AND TRUST VISION

To provide outstanding education for all students

- To grow large enough to reap the benefits of centralised services
- To grow to include a blend of primary and secondary schools
- To encourage innovation, firmly focussed on maximising the monies available to schools and staff

The strategies of support functions must support those of the Trust as a whole:

“To provide outstanding education for all students”

- The service provider model
- Professionalisation of service provision
- Schools as clients

“To grow large enough to reap the benefits of centralised services”

- Leveraging further economies of scale

“To grow to include a blend of primary and secondary schools”

- Supporting growth aspirations
- Scalability

“To encourage innovation, firmly focussed on maximising the monies available to schools and staff”

- New income streams

High quality
and inclusive
education

High quality
and inclusive
school
improvement

Strategic
governance

Robust
financial
management
and delivery,
underpinning
high quality
delivery for
students

A
professional,
committed
and
appropriately
qualified and
skilled
workforce

ABOUT GENERATIONS MULTI ACADEMY TRUST (GMAT)

Welcome to our information pack about the Generations Multi Academy Trust and its three schools, Goffs, Goffs-Churchgate and Flamstead End School.

Welcome to our information pack about the Generations Multi Academy Trust and its three schools, Goffs, Goffs-Churchgate and Flamstead End School.

Goffs is a mixed 11-18 comprehensive Academy with approximately 1,600 students on roll, including a thriving and successful Sixth Form. The school is extremely popular in the local area, with an average of over 800 applications annually for the 240 places available, and significant waiting lists for places across the year groups. On intake, students are of an ability level (KS2 APS) significantly above that of the national average although the school is a true comprehensive school and admits a good mix of students of all ability levels.

Goffs-Churchgate is a fully mixed comprehensive school for 11-16 year olds, with 603 on roll. The school has rightly established a very strong reputation for both its academic outcomes and its close-knit, nurturing community, receiving 600 applications for 120 places for 2022 admission. Local estate agents continue to report significant interest in parents moving to the locality with a view to being near Goffs-Churchgate. One of the school's key strengths is its highly cohesive and supportive community. As such, the decision to cap student numbers at 600 is entirely deliberate, enabling us to maintain a strong sense of community where everybody knows everybody else – if you visit, you cannot fail to be struck by this. It is a very special part of what the school is. Recognising that not all children thrive in large secondary schools, the Trust has made a deliberate decision to offer both a larger and much smaller secondary school for local parents to choose between.

Flamstead End School joined the Trust on 1st January 2023 and is a thriving primary school in Cheshunt with approximately 485 children on roll. It has a Preschool, 60-place nursery offering 30 hours provision and two classes per year group from Reception to Year 6. The school has high expectations around achievement and behaviour and is ambitious for pupils. Flamstead End is a 'Therapeutic Thinking' school and seeks to understand and support children's behaviour so that they are able to learn and achieve to the best of their ability. The school is a tight knit community, with a well-established staff who care for one another and the children in their charge.



PROFESSIONAL WORKING AND LEARNING ENVIRONMENT

Staff and students work in modern, professional environments, with all schools benefitting from recent building projects including a full, £20million rebuild at Goffs. The facilities provide light, modern, professional and a fit for purpose working environment for all.



THE GENERATIONS MULTI ACADEMY TRUST

In early 2016, Goffs Academy received a direct approach from the DfE asking that they consider establishing a Multi Academy Trust and work in partnership with other schools. As a result, the Generations MAT, GMAT, was established from 1st September 2016, with Goffs as the lead school within the Trust. Subsequently, the Trust took over the former Cheshunt School and established Goffs-Churchgate Academy, which is now another thriving secondary. Goffs-Churchgate is a fully mixed comprehensive school from 11-16 years of age, with 600 on the roll. Flamstead End Primary joined the MAT from 1st January 2023, and is another highly successful, thriving and nurturing community, rated “outstanding” by Ofsted. All schools in the Trust enjoy extremely high levels of applications and are over-subscribed. The schools are within close proximity of each other and share many activities, including CPD for staff. One of the Trust’s fundamental principles is that no one school is in any way more important or successful than the other. As such, CPD and other events are rotated through schools in the Trust, with everyone learning from and sharing with each other. This collegiate and collaborative approach permeates our Trust.

From Spring 2023, the MAT will open nursery provision on the Goffs-Churchgate site, with subsidised and term-time only places for staff. The nursery is run by Ashbourne Nurseries - <https://ashbournedaynurseries.com/>

The MAT is extremely clear about its daily purpose, reflected in its motto of “No Set Destiny for Any Child.” All of our schools, leaders and staff fiercely believe in the life-changing nature of education and work tirelessly to that end, day in and day out. There is no set destiny for any of the children in our care; rather, our daily work across the piece allows children to forge new futures and destinies.

The MAT is extremely financially secure. Finances are overseen by a Chief Finance Officer with considerable financial expertise in the private sector, plus a highly experienced Finance Manager. The Trust deliberately created an Income Generation function, and extensive lettings and business development work now takes place across all sites in the MAT. This additional income – now yielding in excess of £500k per annum – underpins generous levels of staffing at our schools, plus many “extras” that would otherwise be unaffordable in the current funding climate. As one example, all teacher loadings in the secondary phase were reduced from 19/20 as a direct result of the additional monies coming into the Trust via this income generation work.

We are looking forward to further widening our Trust and to working in partnership with both primary schools and further secondaries. Further information about GMAT can be found here: <https://generationsmat.com/>.

OUTCOMES

Our strategy for continuous school improvement has had huge success and we are actively committed to ensuring that our very popular and successful schools, continue as centres of excellence in the community.

Exam results in 2022 were another year of huge success for Goffs. GCSE highlights include:

- Student progress outcomes which remain above national average
- 75% of students achieved grade 4 or more in English and Maths and 57% achieved 5 or more in both
- English grade 4/5 or more: 89%/72%
- Maths grade 4/5 or more: 79%/60%
- Percentage of grade 7 or more in all subjects: 24%

Crucially, students were well supported in progressing onto a range of exciting destinations. The majority of Year 11 students have continued their studies in the Sixth Form at Goffs, with all others securing a place in further education or training. 71% of Year 13 students secured a university or college place to start in autumn 2022.

At A Level, continuing the upward trend of recent years, students achieved another excellent set of exam results, including an overall 100% pass rate. The wide range of university or further education courses onto which students have progressed include Law, History, Geography, Maths, Finance, Physics and Astrophysics, and Project Management for Construction, whilst many other students progressed directly into employment or apprenticeships. Goffs Sixth Form has an excellent reputation in the local area, over the past three years the numbers of students applying to join has continued to increase to approximately 350.



Goffs-Churchgate secured an impressive set of GCSE outcomes in 2022. Progress 8 outcomes once again set a record result for the school and put the school in the top 20% of all schools nationally. GCSE highlights include:

- Overall Progress 8 score of 0.46 meaning the school is significantly above National Averages
- The proportion of students who achieved Maths and English at grade 4+ was 69%, an increase of nearly 20% in the past two years
- The proportion of students who achieved English and Maths at grade 5+ was 41%, a 24% increase in the last two years

To achieve such fabulous progress in such a short period of time, is testament to the school's staff and students. Although we know that this success represents just the start of their journey, very exciting times lie ahead.



Both secondary schools target set in the top 10% of all schools nationally and strive at all times to meet ambitious targets. We are committed to a cycle of continuous improvement and aspiration and are keen to appoint colleagues who share that vision, determination and a restless quest for improvement. All of these factors combine to make The Generation Trust a very exciting and rewarding community to be a part of.

With an outstanding track record, we are looking forward to supporting the future success of Flamstead End, the latest school to join our Trust.

COMMUNITY

Our schools pride themselves on their sense of community – both within the school itself, and in the wider locality. Visitors to our schools unfailingly comment on a very real sense of community, coupled with warmth and pride. Our schools are members of Cheshunt Extended Services (ChExS), offering a variety of extended school and community-based activities for both students and parents. Our students actively support local charity work such as the Isabel Hospice and maintain strong links with our local primary schools.

Goffs and Goffs-Churchgate also benefit from a thriving student leadership programme, with students leading on key development projects of their choice, ensuring strong student voice and participation across the Trust. We firmly believe in every student feeling a strong sense of community, and on entering each school, every student is placed in a House. Each House is led by a team of student House Captains and has a clear sense of identity. Regular competitions and assemblies strengthen this sense of community. Each year the House Captains decide on a possible group of charities to support, with students then voting for their chosen school charity and subsequently arranging a variety of fund raising events throughout the school year. Such work is indicative of the ability of students in the Trust to empathise with the needs of others, and further develops their capacity to work successfully in a variety of social settings.

We regularly bring visitors from the community into school to work with students, and maintain strong links with our local secondary schools. Each school's facilities are used for evening and weekend lettings, including superb sporting facilities, as well as holiday classes, providing opportunities for a diverse range of users including the Greek School, and local dance and sports groups.

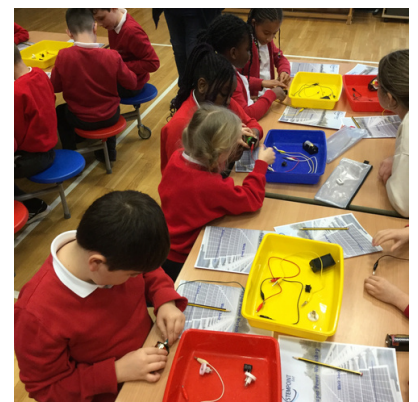
Across the Multi Academy Trust a large variety of annual school trips give students the opportunities to sample different cultures, whilst an extensive programme of off-site visits provides opportunities for students to experience the diversity that exists within the UK, including theatre, galleries and museum visits.

Our schools are proud to be truly community-based schools, with students and staff from different religions and a number of languages spoken in each school. As a Trust we recognize and celebrate what makes us unique and different, and acknowledge that we are also part of one community. Our aim is for everybody to feel valued and respected and we strive hard to ensure we create a positive culture within the schools to enable this to happen.

CARE, GUIDANCE AND SUPPORT

Successful learning takes place when students feel safe, confident, respected and valued, and are engaged. The Trust believes in supporting and nurturing all students in their quest to become successful learners. As such, we place a high value on pastoral care as an integral part of the life of each school.

We promote positive attitudes towards learning and provide a caring and supportive environment within our community. Continuously nurturing, supporting and developing our students is hugely important to us and significant investment is made in each school's pastoral structures.



THE SCHOOL DOG



GMAT has a school dog – a 5-year-old cocker spaniel called Huxley.

Huxley belongs to the Chief Executive Officer. He spends time with students at break and lunchtime, undertakes the odd learning walk (i.e., romp), is available at the start of exams to help keep anxiety low, and also spends time in Learning + with our more needy students. Huxley has developed an obsession with pepperoni pizza, courtesy of his student partners in crime, and has also proved himself to be adept at playing Frisbee and football, although less adept at giving the Frisbee and football back....He is also available for staff cuddles as desired, and is very happy indeed to oblige, particularly if you'll play with him. Staff who do not want any contact with Huxley of course do not have to have any. Full risk assessments and insurance are in place for Huxley.

STAFF DEVELOPMENT

The Trust has an extremely strong reputation for staff development both teaching and support staff. Developing the next generation of school leaders, both middle and senior, and future Headteachers for those who wish to pursue this, is a responsibility that we take very seriously.

We have a full suite of staff leadership development which staff can join be they an ECT or highly experienced colleague, whilst I chair the national Leadership Partner School network, a group that brings together schools dedicated to developing outstanding leadership skills throughout their communities, and which allows us to visit other network schools, to attend national conferences and to share best practice.

In addition to innovative whole staff training days, we disaggregate a number of hours for training every year. This allows staff development to be highly personalised as staff can opt for the training which best meets their needs, including the opportunity to do a research project in partnership with Cambridge University. Many use their disaggregated time to coach others or to receive coaching. Moreover, there are specific training sessions for ECTs and other interested staff which run each week after school.

We also place a lot of emphasis on 'on the job' training and support. A thorough induction scheme is available to all new staff, and mentors/buddies are assigned to guide you through those new routines. Finally, external courses can of course be booked if, on very rare occasions, we cannot cater for a particular training need in house.

LEADERSHIP DEVELOPMENT

The Trust's Leadership Academy encompasses both staff and student leadership development through a series of student led groups and staff leadership pathways. The staff programme specifically provides opportunities for:

- Aspiring Middle Leaders
- Aspiring Senior Leaders

All pathways are personalised for the individual and staff receive one to one support from a mentor alongside working on a whole school project. Both support staff and teaching staff are welcome to join the Leadership Academy at any point in their career.

A full suite of leadership training is offered with a range of sessions including:

- Communicating vision and values
- Developing your leadership approach
- Building a high performing team
- Supporting your team
- Leading your team day to day
- Quality assuring effective teaching
- Observation for improvement
- Using data for impact
- Fostering positive behaviour for learning
- Leading and managing innovation and change

Attendance to all training sessions leads to certification by the SSAT. In addition, we encourage aspirant Senior Leaders to take part in the SSAT 'Stepping Up to Senior Leadership' training programme, which includes four external sessions throughout the year. As part of the Trust's commitment to developing future leaders, a number of the existing Senior Leadership Team across both secondary schools gained experience through an 'Associate' SLT position before gaining substantive leadership posts.



TRUST STAFF BENEFITS

Alongside our very strong focus on outstanding professional development and promotion opportunities, we also offer a range of benefits including:

Competitive base salary with a tailor made development plan aimed at enhancing your future [earnings] potential through:

- High quality, personalised CPD
- Bespoke leadership development programmes
- Subsidies for Masters and Degree courses
- Secondment and shadowing opportunities
- As part of our Multi Academy Trust, “Generations”, potential to work across more than one school to develop career enhancing skills and knowledge
- Supported Nursery provision with Ashbourne at any of their nurseries in the Buckinghamshire, Essex, Hertfordshire, Northamptonshire, and Bedfordshire area:
 - 15% discount for all Trust staff.
 - Term time only places are available
 - A school day would be 9.00am – 3.00pm
 - “Sundries” would be applied to a child taking up a funded only space (e.g. 30 hours funding only). This covers the cost of: meals, snacks, nursery resources and consumables
- Onsite car valeting at a reduced price for Trust staff
- Substantially discounted membership to Lifestyle Fitness’s state of the art purpose built gym, at Goffs Academy

Additional financial incentives and tax efficient benefits, including:

- Exam marker payment of £400 plus 2 days paid leave to do the marking (1st year)
- Payments for staff taking weekend sporting fixtures: staff paid £200 for leading a minimum of six Saturday fixtures plus 6 weekly training sessions
- A daily allowance of £50 for school trips taken over a weekend or any school holiday
- A £1,000 Employee Referral Scheme (i.e. finder’s fee) for any qualifying positions that you refer the successful candidate for: £500 on the person starting, and £500 if the person is still at the school 12 months later

Access to a wide range of health and well-being resources including:

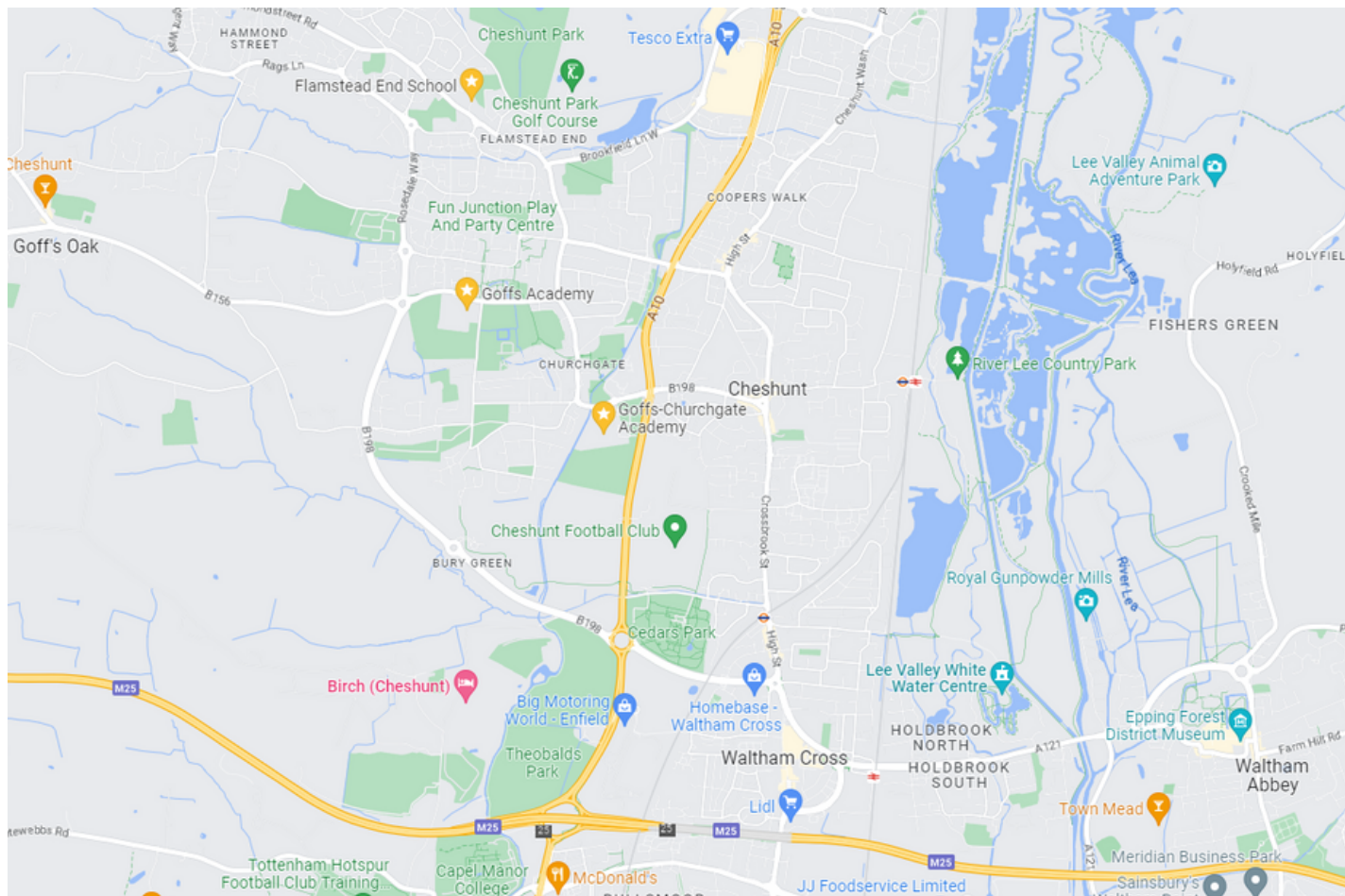
- New, professional and fit for purpose working environments
- Free use of a range of sports and leisure facilities including a fully equipped gym and swimming pool.
- Occupational Health & counselling support
- Free flu jabs
- Subsidised social events
- 100% attendance reward – day in lieu, taken at each school’s discretion
- Free tea, coffee and milk for staff



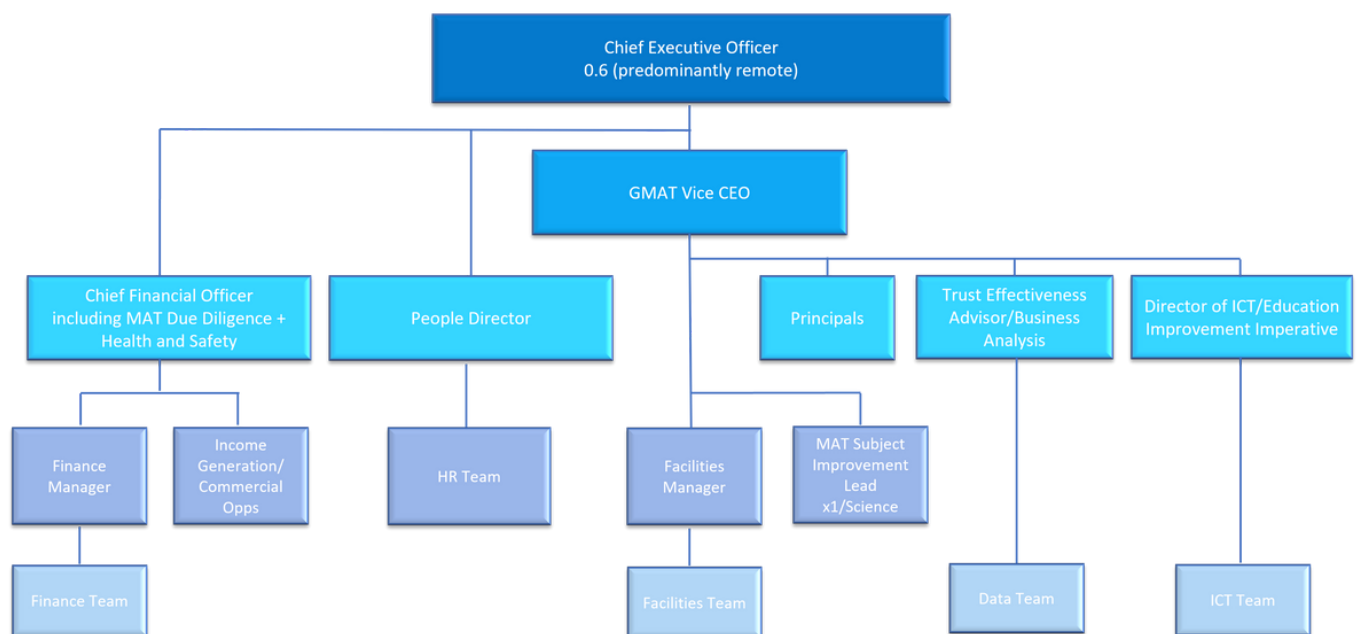
LOCAL AREA

The Trust is located in Cheshunt, Hertfordshire, and is uniquely situated to benefit from the many green spaces in the surrounding area, whilst also enjoying transport links to central London and other large urban areas. The Lee Valley park, including the White Water Centre built for the London 2012 Olympics is located on our doorstep.

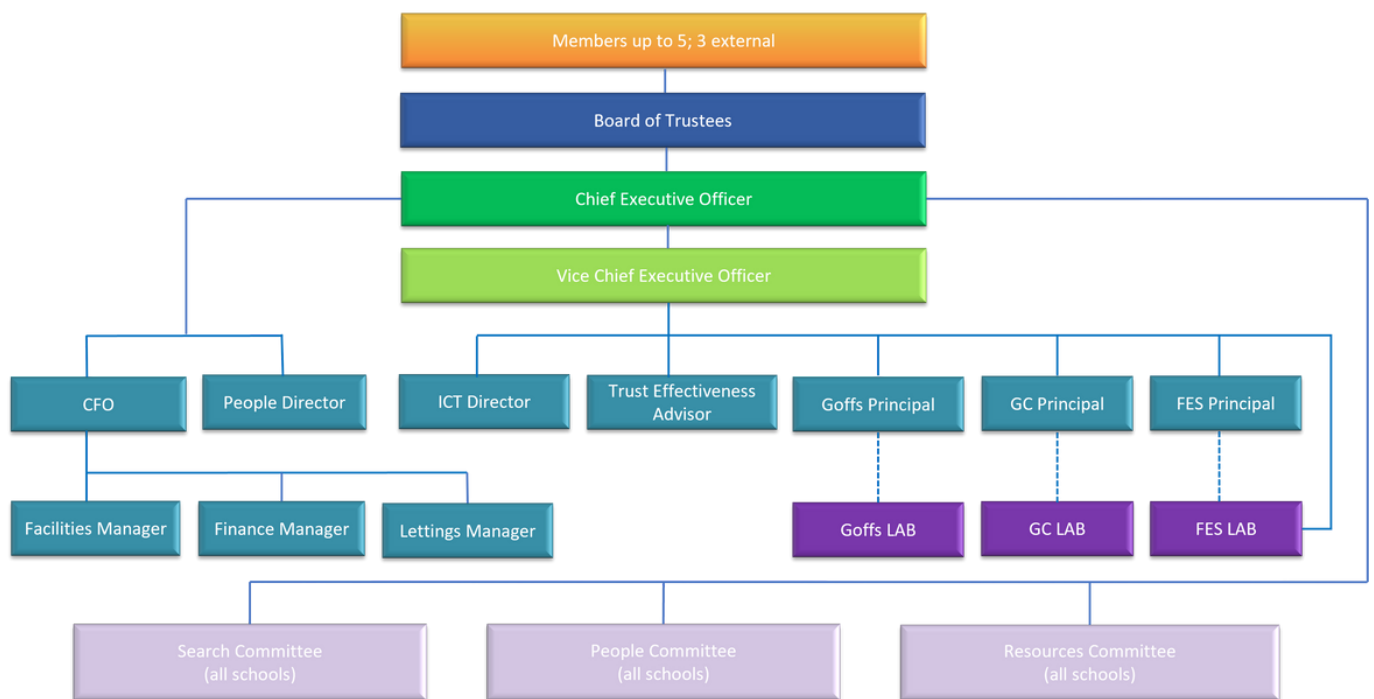
The journey to central London takes approximately 30 minutes by train. Close links to the A10 and M25 mean that the school is easily accessible from across Hertfordshire, as well as from north London and parts of Essex.



GMAT EXECUTIVE LEADERSHIP STRUCTURE SEPTEMBER 2023



GMAT EXECUTIVE GOVERNANCE STRUCTURE SEPTEMBER 2023



VICE CHIEF EXECUTIVE OFFICER OF GENERATIONS MULTI ACADEMY TRUST (GMAT)

Post Holder: Vice Chief Executive Officer
Scale: L34 (£100,886) – L38 (£111,146)
Reporting to: Chief Executive Officer

Core Purpose:

The post holder is the second in-charge of Generations Multi-Academy Trust, reporting direct to the CEO. The role includes accountability to the CEO and Board of Trustees for building and articulating the strategic vision for the organisation, for the safety and well-being of students and staff across the MAT, for delivering outstanding learning outcomes at all levels and for ensuring that outstanding leadership and management are consistently sustained.

The Vice CEO will oversee all of the MAT's schools, plus its ICT and Facilities functions, in delivering the MAT's core purpose of ensuring no set destiny for any child.

The Vice CEO will work alongside the CEO and the MAT's Governance to:

- embody the principle of no set destiny for any child
- enable the MAT to provide high quality education for every student, promoting and inspiring the highest possible standards of achievement
- secure the long-term success of the schools within the MAT by maximising potential through the skills and resources held within the schools
- build leadership capacity throughout the MAT

VICE CEO JOB DESCRIPTION

Key Accountabilities:

Strategic Leadership

- Work with the CEO to develop and maintain a shared vision and future strategic plans which will inspire and motivate students, staff, parents and the wider community for each school and the MAT
- Translate the vision into agreed objectives and operational plans, securing support and commitment from key stakeholders and successfully delivering against them
- Ensure evidence-based improvement plans and policies promote continuous school improvement linked to each school's self-evaluation
- Create an outward facing MAT that works effectively with other schools and organisations in a climate of mutual challenge and championing of best practice
- Work with the CEO and Trustees to recruit and retain a high-quality leadership, teaching and support staff team, and deploy staff effectively in order to ensure a consistently high quality of education

Ensuring and Promoting Aspiration

- Create a MAT wide culture and ethos of challenge and support where all students can fulfil their potential in all areas of school life
- Model inspirational and strong strategic leadership to the teaching and support staff teams to ensure that the schools continue to deliver the highest standards of learning across the board
- Oversee creative, responsive and effective approaches to learning and teaching
- Drive a continuous and consistent MAT wide focus on students' achievement, using data and benchmarks to monitor progress
- Monitor, evaluate and review each school's practice, and drive improvement strategies

Managing the MAT

- Oversee the MAT's schools on a daily basis, ensuring regular visits and high presence
- Ensure consistency of approach and processes across the MAT's school and delegated business functions
- Ensure individual staff accountabilities are clearly defined, understood and agreed, to ensure excellent quality of learning and teaching
- Establish rigorous, fair and transparent systems and measures for managing the performance of staff
- Address under-performance at all levels
- Enable and support the continuing professional development of all staff
- Inspire and influence others within and beyond the MAT
- Welcome strong governance and work collaboratively with Trustees, actively supporting their work and providing information and objective advice to enable them to fulfil their strategic monitoring and meet their statutory and wider responsibilities
- Ensure the on-going development of an organisational structure which reflects the MAT's needs, and enables effective and efficient operations
- Work closely with Local Academy Bodies (LABs) throughout the year to ensure that each school achieves its objectives
- Ensure that the MAT's systems and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity
- Create an inspiring, professional work environment

Accountability

- Lead on a culture where all staff recognise that they are accountable for the success of the MAT
- Present a coherent and accurate account of the MAT's performance in a form appropriate to a range of audiences, including Trustees, staff, students and parents
- Ensure that parents, carers and students are fully engaged and well informed about each school's direction, priorities, curriculum and student's attainment, progress and targets for further improvement
- Combine the outcomes of regular school self-evaluation with external evaluations in order to develop each school and the overall MAT

Continuous Improvement

- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally and use this to share and implement best practice at the MAT
- Pursue continuous professional development in order to broaden personal experience and use this to drive improvement at the MAT

The Learning and Working Environment

- Ensure that ICT acts as an enabler of learning for all, and that technical opportunities are maximised to the benefit of student learning
- Manage and organise the school sites efficiently and effectively to ensure that all school buildings meet the needs of the curriculum
- Ensure effective supervision and security of the schools' environments and ensure good maintenance through appropriate agencies
- Maximise the potential of the sites to provide stimulating learning environments and community facilities
- Liaise with the CFO with whom H&S accountability sits, to ensure compliance with Health and Safety policies, and the safety of everyone using the school sites
- Ensure compliance with the Equality Act 2010 as it applies to the employment, management and leadership of staff and provision for all members of the school community

Safeguarding

- Ensure that all safeguarding processes are robust and in line with current legislation
- Continue to develop and maintain positive strategies for challenging racial and other prejudice
- Continue to develop and maintain a strong anti-bullying position
- Collaborate with other agencies to ensure student and community needs are met
- Ensure that strategic planning takes account of the diversity, values and experience of each school and its local community
- Create and maintain effective partnerships with parents and carers, Trustees and the Local Authority to support and improve students' achievement and personal development

PERSON SPECIFICATION

Experience and Knowledge

Essential

- Substantial senior leadership experience in a complex organisation/role eg Headship, HMI, Local Authority
- Experience of leading and managing organisational performance with a relentless focus on improving outcomes
- Evidence of ability to motivate, develop, support and challenge staff
- Evidence of strong influencing and negotiating skills
- Evidence of ability to actively engage politically and strategically
- Evidence of ability to plan effectively
- Evidence of developing organisational culture including the ability to embrace and influence change, and develop organisational resilience
- Clear, practical vision for learning pedagogy from 3 to 18
- Successful experience of effective financial and resource management to achieve educational priorities and ensure efficiency and value for money
- In depth knowledge and experience of child protection, safer recruitment and safeguarding procedures

Desirable

- Considerable experience of inspection including leading inspections
- Experience of working in primary and secondary schools
- Understanding of EYFS, the National Curriculum and the public examinations system requirements from 3 to 18
- Professional expertise in developing and delivering visionary curriculum leadership
- Track record of successful leadership of significant educational improvement strategies

Professional and Personal Attributes

- Outstanding leader, committed to distributive leadership and teamwork
- A visible high-profile role model with a professional approach that demands excellence, confidence, trust and respect of the Trust and the wider community
- Passionate commitment to the academic, personal and social development of young people and families
- Excellent interpersonal, communication and organisational skills;
- Commitment to diversity and equality;
- Committed to actively seek new approaches, ideas and challenges;
- Be able to take difficult decisions when under pressure

The successful candidate will be:

- A proven strategic leader
- An effective relationship builder both internally (stakeholders and partners) and externally (DfE, Local Authority, etc)
- Compliant with relevant employment checks, particularly with regard to safeguarding

Qualifications

Essential

- Educated to degree level or equivalent

Desirable

- Educated to Masters degree level or higher and/or possess a leadership qualification in education

REFERENCES

Candidate's Name:	
Post:	
Name of Referee:	
School/Company	
Referee's Telephone No:	
How long have you known the candidate and in what capacity?	
What is (or was) the candidate's job?	
What is his/her current salary (or salary when leaving post)?	
When did the candidate work for your organisation?	From: To:
If the candidate has left your employment, please state the reason:	
How many days was the candidate off work sick over the last 2 years?	
How many periods of sickness over the last 2 years?	
Please comment on the candidate's performance history and conduct as your employee:	

Has the candidate had any current disciplinary warnings, or time-expired warnings that concern the welfare or safety of children? If so, please give details here:

Do you have any concerns about the candidate's suitability for working with children and young people? If so, please give details here:

Please comment, if you can, on the candidate's suitability for the post above:

Please comment, if you can, on the candidate's ability to manage difficult behaviour of children and young people:

Your signature:

Your name:

Date of this reference:

Your position in your organisation:

1	Teaching Ability	Students learn very effectively in his/her classes. Teaching is purposeful	Most students learn effectively in his/her classes	Students occasionally have difficulties. Teaching sometimes lacks focus	Support and further training needed
2	Preparation of Lessons	First class, always attends to fine detail	Sound, sets well-focused and realistic objectives	Satisfactory but lacking imagination	Needs support on occasions
3	Assessment/ Marking of Work	Always detailed, thorough and positive. Support further learning through target setting	Conscientious and thorough. Some target setting	Acceptable but lacking detail	Has needed prompting on occasions
4	Learning Enviroments	Makes extensive use of students work and displays, keeps are tidy and attractive	Makes use of display, keep area tidy	Display produced but changes infrequently	Has needed prompting on occasions
5	Relationships with Students	Students respond extremely positively	Students are usually well motivated	Acceptable but at times there are common difficulties	Needs support and further training
6	Work as a Tutor	Caring, well informed and effective. Reviews progress with students	Carries out agreed tasks reliably	Carries out agreed tasks reluctantly	Needs support and further training
7	Enthusiasm, Drive and Energy	Works very hard and with great interest. An example to others	Works well	Levels fluctuate	Needs regular support and encouragement

8	Organisation	First class organiser. Efficient. Always meets deadlines	Sound organiser, has a good idea of aims and objectives	Acceptable, but tends to be 'last minute'	Needs support and further training
9	Initiative and Reliability	Can always be relied on to execute duties beyond the call of duty	Carries out agreed tasks without prompting	Follows instructions	Needs regular support and encouragement
10	Attendance	Excellent	Good attendance	Some days off every year	Has had attendance problems
11	Punctuality	Excellent	Very occasionally unpunctual	Punctuality generally satisfactory	Has had problems with punctuality
12	Relationships with Colleagues	Highly respected and liked by all	Respected and well liked within own circle	Prefers to work alone	Somewhat isolated amongst colleagues
13	Extra Curricular Activities	Frequently attends school functions and involved in extra-curricular activities	Occasionally attends school functions and some involvement in extra-curricular activities	Some infrequent involvement	No involvement at all
14	Leadership	A natural team leader. Has demonstrated this on many occasions	Has potential leadership qualities	Prefers not to take the lead	Unwilling to lead others
15	Co-operation	Very supportive and co-operative team member	Works well in a team	Reluctant team member	Prefers to work independently

16	Responsibility	Always eager to accept responsibility to extend knowledge and experience	Accepts responsibility but does not always realise implications	Does not usually enjoy taking responsibility	Avoids taking responsibility
17	Flexibility and Responds to Change	Receptive to new ideas. Considers them in a positive but balanced way. Enjoys new colleagues	Generally responds constructively to change and new ideas.	Somewhat inflexible and views changes with suspicion	Embraces every new idea without due thought or stubbornly resists change
18	ICT Capability	Excellent	Good	Poor	Weak
19	Recommendation for this post	Recommend without hesitation	Recommend strongly	Recommend for consideration	Unable to recommend