Deputy Chief Executive Officer and Executive Director of Education

Job Description and Person Specification

The Deputy CEO reports directly to the CEO.

The Deputy CEO has a primary role focus as Executive Director of Education. In their wider role as Deputy CEO, however, they will be expected to contribute and be influential in all areas of the Trust’s operations.

The Deputy CEO supports the CEO in setting the vision and purpose of the organisation. They ensure that the organisation reflects and lives the ethos and values set by the Board of Trustees and delivers the strategic goals set by the Board.

The Deputy CEO ensures that the Trust’s activities remain consistent with the charitable objects of the Trust and supports the CEO to ensure governance is compliant with the spirit and letter of the Trust’s Articles of Association and charity and company law more generally.

The Deputy CEO is a member of the Trust’s Executive Leadership Team. They are required to deputise for the CEOs functions and if necessary take decisions and actions collectively with other members of the Executive Team. In the absence of the CEO the post holder acts as the Accounting Officer with responsibility for ensuring that the Multi Academy Trust always acts in compliance with Education Funding Agency regulations and the Trust’s Master Funding Agreement with the Secretary of State. The Deputy CEO is accountable to the CEO. However, under circumstances where the Board determines that the CEO is not able to perform their duties, the Deputy CEO will report directly to the Chair (acting on behalf of the Board of Trustees).

The Deputy CEO’s role includes the Executive Director of Education functions and in this capacity is responsible for all executive education functions of the Trust and the education performance of the Trust.

The Deputy CEO, in partnership with the CEO, provides an outward face of the Trust and is responsible for promoting an external world view of the Trust that reflects our charitable objects, our values and secures our positive reputation.
Primary Responsibilities of the Role

Work with the CEO, Board of Directors, Regional Boards, Local Governing Bodies and staff to deliver the Trust’s vision, aims and objectives through inspirational and motivational leadership, clear strategic direction, demanding and measurable targets and supporting development plans.

Lead the development and implementation of the educational strategy to secure the Trust’s agreed values, curriculum principles and organisational behaviours.

Work with senior management teams at all levels to challenge, motivate and empower them to attain ambitious outcomes that maximise the educational and personal development of pupils and which meet the demands of the wider communities served.

Support and secure delivery of excellent teaching and learning throughout all academies within the Trust through the promotion of high-level professional standards, and rigorous monitoring and evaluation of teaching quality and pupils’ achievement.

In consultation with all internal stakeholders determine and implement curriculum principles and related assessment that enhances learning outcomes for all pupils.

Develop a culture of personal responsibility, recognising excellence and implementing strategies to address under performance, including an effective system of professional development.

Remain abreast of educational developments impacting on Reach South Academy Trust and its academies, both locally and nationally, and ensure senior leaders are well briefed and operate within a flexible environment that is responsive to change.

Contribute to the national and local education agenda and strive towards Reach South becoming a ‘voice of education’.
Charitable Objects

The Deputy CEO will contribute to the executive’s collective responsibility to ensure that the Trust's activities fulfil our charitable objects:

a) To advance for the public benefit, education in the United Kingdom, in particular by establishing, maintaining, carrying on, managing and developing schools offering a broad and balanced curriculum (“the mainstream Academies”) or educational institutions which are principally concerned with providing full-time or part-time education for children of compulsory school age who, by reasons of illness, exclusion from school or otherwise, may not for any period receive suitable education unless alternative provision is made for them (“the alternative provision Academies”) or 16 to 19 Academies offering a curriculum appropriate to the needs of its students (“the 16 to 19 Academies”) or schools specially organised to make special educational provision for pupils with Special Educational Needs (“the Special Academies”).

b) To promote for the benefit of the inhabitants of the areas in which the Academies are situated the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social or economic circumstances or for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants.

Funding Agreement with the Secretary of State

The Deputy CEO will work closely with the CEO to ensure that the Trust remains compliant with the conditions of its Master Funding Agreement and Supplementary Funding Agreements with the Secretary of State. Of particular note are the requirements that the Trust conducts its Academies within the terms and requirements of:

a) The Articles;

b) Any legislation or legal requirement that applies to academies, including the Independent School Standards and legislation about meeting the needs of pupils with SEN and disabilities;


The Academy Trust must ensure that each of its Academies is at the heart of its community, promoting community cohesion and sharing facilities with other schools and/or other educational institutions and the wider community.

The Deputy CEO will ensure that the curriculum provided in each Academy to pupils up to the age of 16 is:
a) Balanced and broadly based. In respect of **Mainstream** and **Special Academies**, the Academy Trust must ensure that the curriculum includes English, mathematics and science. In respect of **Alternative Provision Academies** the Academy Trust must ensure that the curriculum includes English and mathematics.

b) The teaching of evolution as a comprehensive, coherent and extensively evidenced theory. In respect of any **Alternative Provision Academies** and **16-19 Academies**, the Academy Trust must do this where relevant to the curriculum.

c) Promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

d) Principles that support equality of opportunity for all.

e) Careers guidance is provided at each of its Academies, in accordance with the requirements on maintained schools in the Education Act 1997.

These requirements will be amended if the Trust’s funding agreement with the Secretary of State is amended.

The Deputy CEO will ensure that children’s progress and educational achievements meet national expectations as a minimum and the Trust’s agreed ambitions to go beyond that.

**Governance**

**Board of Trustees**

The Deputy CEO will work in close partnership with the CEO, Chair and the Board and develop a relationship based on openness, transparency and absolute integrity.

The Deputy CEO will ensure that Trustees have access to all relevant education data, information and options to support their decision-making.

The Deputy CEO will act in compliance with the Board’s scheme of executive delegation.

The Deputy CEO will ensure that all tiers of governance, defined in the Trust’s scheme of governance, are appropriately supported to provide effective governance of the Trust’s education performance.

The Deputy CEO will ensure that systems and reporting structures are in place so that the Board and the ‘Education Sub-Committee’ are able to effectively, appropriately and proportionately govern the strategic and operational education risks of the Trust.
Executive Leadership and Management

The Deputy CEO will work with the CEO in appointing the Education Leadership Team. The Education Leadership Team will include the Regional Directors and other such posts as the Deputy CEO and CEO consider necessary.

The CEO will directly line-manage all members of the Education Leadership Team.

The Deputy CEO will ensure that management styles and procedures reflect the ethos and values of the Trust.

The Deputy CEO will work in collaboration with Executive Director of Finance and the other members of the Executive Leadership Team to secure the strategic goals of the Trust.

Vision and Strategic Direction

The Deputy CEO is responsible for ensuring that the ethos and values of the Trust are translated into an education vision and strategic plan that contributes to the Trust's wider vision and strategic plan.

The Deputy CEO will inspire and influence internal and external stakeholders to sign up to the Trust's vision and commit to its realisation.

The Deputy CEO provides the strategic leadership for the education leadership team, wider education management team and academy Headteachers.

The Deputy CEO will ensure that education service plans and school development plans align with the Trust's strategic plan.

Performance Management

The CEO is responsible for Deputy CEO’s performance management.

The CEO and the Deputy CEO will agree a series of KPIs to monitor the Deputy CEO’s performance during the year.

The Deputy CEO is responsible for the performance management of the Education Leadership Team.

The Deputy CEO will ensure that the staff performance management scheme is consistently applied across the academies.

The Deputy CEO will contribute to the Trust’s quality assurance framework assessment of the effectiveness of the Trust’s education functions and its use to inform priorities for development planning.

The Deputy CEO is responsible for ensuring that the Trust has robust policies, procedures and systems for the collection, analysis and interrogation of education
performance data at the level of the pupil, class, year group, academy, region and Trust.

The Deputy CEO will ensure that education performance data informs priorities for action at all levels of the Trust.

The Deputy CEO will ensure that systems ensure that each academy’s performance assessment is robustly moderated and verified to maintain an accurate and up-to-date assessment of each school’s educational strengths and weaknesses. The Deputy CEO will hold Regional Directors accountable for ensuring academies are compliant in their maintenance of education data on the Trust’s systems.

**Operating Model**

The Deputy CEO contribute, as a member of the Executive Leadership Team, to ensuring that the Trust has an efficient and effective operating structure in place including the necessary staffing levels, management structures and delegation structures.

The operating model will include the Trust’s: organisational structures; people development; policies; procedures; premises; communication channels and systems.

The Deputy CEO will ensure that capability and capacity, within agreed financial limits, exists to support each academy proportionate to the assessment of their educational strengths and weaknesses. The Deputy CEO will, through the Regional Directors, ensure that capability and capacity is deployed effectively and efficiently to secure all necessary school improvement.

**Financial Management**

The Deputy CEO will work closely with the CEO, Executive Director of Finance and the rest of the Executive Team, to ensure the responsible and sustainable management of financial and capital resources of the Trust.

The Deputy CEO will ensure that all functions for which they are responsible will operate within the financial limits that have been approved. They will always act financially responsibly and consistent with the principles of good public financial management and charity financial management.

**People Management**

The Deputy CEO will be a role model for ensuring that all staff are both motivated and effective.

The Deputy CEO will contribute to ensuring that the organisational structures and chains of delegation and accountability are robust and effective.
External Relationships

The Deputy CEO, working closely with the CEO, will be part of the outward face of the Trust. They will establish and develop external relationships that contribute to the realisation of our charitable objects.

The Deputy CEO will reflect the values of the Trust in their behaviours and working with external partners and the media.

The Deputy CEO will contribute to the Trust having influence in wider education policy formulation.

The Deputy CEO will contribute to the Trust’s media relationships are managed to be consistent with our charitable objects and the Trust’s ethos and values.

Focus on Learners

The Deputy CEO will ensure that at all levels and in all of its functions the Trust’s primary focus will be on securing a positive learning experience for every young person in each of our academies.
<table>
<thead>
<tr>
<th>Essential</th>
<th>Desirable</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifications and experience</td>
<td>Qualifications and experience</td>
<td></td>
</tr>
<tr>
<td>• First degree.</td>
<td>• NPQH.</td>
<td>• Application form</td>
</tr>
<tr>
<td>• Qualified teacher status.</td>
<td>• Relevant postgraduate qualification.</td>
<td>• Certificates</td>
</tr>
<tr>
<td>• A continued commitment to own professional development.</td>
<td>• Further relevant professional studies.</td>
<td>• References</td>
</tr>
<tr>
<td>• Successful record as an Executive Headteacher, a principal or Headteacher of a large school/academy.</td>
<td>• Experience of leading/managing complex/multiple organisations or trusts and sites.</td>
<td></td>
</tr>
<tr>
<td>• Detailed and up-to-date knowledge in subject, national policy, classroom management strategies, inspection procedures and statutory requirements.</td>
<td>• Experience of more than one key stage.</td>
<td></td>
</tr>
<tr>
<td>• Knowledge of child-safeguarding issues and successful use of measures that promote and ensure the safeguarding of children.</td>
<td>• Experience in/work with industry/business.</td>
<td></td>
</tr>
<tr>
<td>Leading strategically</td>
<td>Leading strategically</td>
<td></td>
</tr>
<tr>
<td>Knowledge and understanding of</td>
<td></td>
<td>• Application form</td>
</tr>
<tr>
<td>• Models of effective leadership and organisational structures.</td>
<td></td>
<td>• Letter of Application</td>
</tr>
<tr>
<td>• New technologies and their potential impact.</td>
<td></td>
<td>• References</td>
</tr>
<tr>
<td>• Strategic planning processes, tools and techniques.</td>
<td></td>
<td>• Interviews</td>
</tr>
<tr>
<td>• Ways of achieving stakeholder and community engagement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Leading change, creativity and innovation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Build capacity and achieve sustainability.</td>
<td>• Demonstrate political acumen.</td>
<td></td>
</tr>
<tr>
<td>• Deal with complexity and uncertainty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Think strategically, analytically and creatively.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Build a vision and communicate clear purpose and sense of direction.
- Anticipate, lead and manage change.
- Use research to support and challenge practice.
- Inspire, challenge, motivate and empower others to attain challenging outcomes.
- Celebrate achievement and acknowledge excellence.
- Model the vision and values of the trust.
- Work strategically with board of directors.
- Evidence of collaborative and inspirational leadership skills.
- Demonstrate enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and to raising standards.

<table>
<thead>
<tr>
<th>Leading teaching and learning</th>
<th>Leading teaching and learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and understanding of</strong></td>
<td><strong>Knowledge and understanding of</strong></td>
</tr>
<tr>
<td>- Ways of applying effective practice and research evidence to improve outcomes.</td>
<td>- Application form</td>
</tr>
<tr>
<td>- Political impact of external, community or family factors on learning.</td>
<td>- Letter of Application</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Methods to ensure the specified teaching standards 2012 are harnessed and maintained by all teaching staff.</td>
<td>- Application form</td>
</tr>
<tr>
<td>- Curriculum design and management.</td>
<td>- Letter of Application</td>
</tr>
<tr>
<td>- Principles of quality learning, teaching and assessment including academy review and self-evaluation.</td>
<td>- References</td>
</tr>
<tr>
<td>- Use of external support and expertise.</td>
<td>- Interviews</td>
</tr>
<tr>
<td>- Behaviour and attendance management.</td>
<td></td>
</tr>
<tr>
<td>- New technologies to support learning and teaching.</td>
<td></td>
</tr>
<tr>
<td>- Strategies for improving outcomes and achieving excellence for all.</td>
<td></td>
</tr>
<tr>
<td>- Tools for data collection and analysis.</td>
<td></td>
</tr>
<tr>
<td>- Experience of monitoring and improving the quality of teaching and learning.</td>
<td></td>
</tr>
</tbody>
</table>
- Thorough understanding of curriculum design, development and delivery.
- Demonstrate equality and diversity in teaching and learning.
- Achieve the best possible learning outcomes for all.
- Use developmental models for teaching and learning.
- Engage parents in pupil’s teaching and learning.
- Manage and use performance data.
- Develop and use effective assessment and moderation systems.
- Understand whole school culture of best practice in teaching and learning.
- Understand flexible and comprehensive learning opportunities for all students.
- Evaluate, review and develop systems and structures.
- Experience in the analysis of performance data for the purposes of target setting and evaluation.
- An understanding of and competent use of ICT/technology to enhance the quality of teaching, learning and administration.

- Capitalise on appropriate sources of external support and expertise.

<table>
<thead>
<tr>
<th>Leading the organisation</th>
<th>Leading the organisation</th>
<th>Leading the organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of</td>
<td>Knowledge and understanding of</td>
<td>Knowledge and understanding of</td>
</tr>
<tr>
<td>Development of and access to school buildings and facilities.</td>
<td>Project management techniques.</td>
<td>Application form</td>
</tr>
<tr>
<td>Project management techniques.</td>
<td>Application form</td>
<td></td>
</tr>
</tbody>
</table>

- Application form
- Letter of Application
- References
- Interviews
- Employment market, effective recruitment, deployment and management of staff.
- Technology to enhance organisational effectiveness.
- Strategies to maximise contributions from the workforce.
- Accountability frameworks.
- Legal issues relating to leading and managing an academy trust, derived from all relevant statutory and regulatory frameworks.
- Strategic financial planning, budget management and principles of best value.
- Organisational development, planning and implementing change.

Skills

- Manage industrial relations.

Skills

- Seek expertise and advice from within and outside the trust.
- Delegate, collaborate and distribute leadership.
- Manage others within an accountability framework.
- Create an environment which enables people to perform at their best and underpins effective employee relations.
- Manage an academy’s financial, human and physical resources.
- Establish structures and systems so operational decisions are based on informed discussion.
- Develop and sustain a safe, secure and healthy academy environment.
- Create a working environment which takes account of workload and work-life balance.
- Proven ability to develop, communicate and successfully implement strategies.
- Numeracy skills for the purposes of interpreting statistical data, and financial information.
- Excellent organisational skills.
- Proven ability to lead an organisation successfully through a period of change.
- Demonstrate personal and professional integrity, including modelling values and vision.
- Commitment to support the aims of the multi-academy trust.

### Leading people

#### Knowledge and understanding of

- Significance of interpersonal relationships, including impact on teacher performance and pupil learning.
- Performance management, continuous professional development and sustained school improvement.
- Building motivation, including the importance of celebrating achievement
- Own performance, ways of obtaining feedback and how to improve.

#### Skills

- Application form
- Letter of Application
- References
- Interviews

---

Reach South Academy Trust is a charitable company limited by guarantee in England and Wales, Company number 10151730. Registered office Address: Veale Wasbrough Vizards LLP, Narrow Quay House, Narrow Quay, Bristol BS1 4QA

Page 12 of 14
- Develop self-awareness, self-management and self-confidence and use effectively.
- Listen, reflect and communicate effectively.
- Monitor and evaluate work of others, give feedback and provide support/intervention to improve performance.
- Hold people to account and challenge under performance.
- Develop a culture of learning and continuous professional development.
- Receive and act on feedback to build on strengths and improve personal performance.
- Create a culture which encourages ideas and contributions from others.
- Foster an open, fair and equitable culture.
- Proven ability to motivate, challenge, develop, empower and sustain individuals and teams.
- High standards of personal and professional conduct.
- Proven experience of developing good working relationships with all stakeholders.
- Proven ability to generate and deliver collective vision and shared purpose.
- Proven ability to create, build and retain effective staffing structures.

### Leading in the community

#### Knowledge and understanding of

- Multi-agency work (including the team around the student), benefits and risks of multi-agency working.
- Collaboration and partnership working (including academy, home, community and business partnerships).
- Wider curriculum beyond the academy and opportunities it provides.
- Diversity and community cohesion issues.

#### Skills

- Negotiate and manage conflict, providing appropriate support.
- Extended service provision, commissioning and contracting.
- The diversity of professional cultures and ways of working.
- Strengths, capabilities and objectives of other schools and academies, services and agencies.

#### Skills

- Application form
- Letter of Application
- References
- Interviews
- Establish and engage in partnerships, including working with multi-agency teams.
- Consult, engage and communicate with staff, students, parents and carers to enhance pupils' learning.
- Engage in cross phase working and transition issues.
- Collaborate and work within and across the community.
- Engage the community in systematic evaluation of the trust’s work and act on outcomes.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Take a leadership role within and across the community.</td>
<td>- Engage in academy-to-academy collaboration and contribute to leadership in the wider education system.</td>
</tr>
<tr>
<td>- Engage in academy-to-academy collaboration and contribute to leadership in the wider education system.</td>
<td>- Contribute to achievement of community cohesion.</td>
</tr>
<tr>
<td>- Contribute to achievement of community cohesion.</td>
<td>- Broker and commission services.</td>
</tr>
</tbody>
</table>

Reach South Academy Trust is a charitable company limited by guarantee in England and Wales, Company number 10151730. Registered office Address: Veale Wasbrough Vizards LLP, Narrow Quay House, Narrow Quay, Bristol BS1 4QA

Page 14 of 14