

CHIEF  
EDUCATION  
OFFICER  
CANDIDATE  
PACK

# WELCOME FROM THE CEO AND TRUSTEES

**ALET is a multi-academy trust established by Activate Learning in 2015. We ‘Transform Lives Through Learning’ by providing exciting and innovative education for young people by looking at how we learn as well as what we learn. The Trust is currently made up of six schools – two comprehensive schools and four University Technical Colleges (UTCs) and is run with the support of a number of industry and academic partners.**

We are a family of schools united by our vision, mission and values, which are to ‘Transform Lives Through Learning’ by igniting confidence, expanding opportunities, energising the community and generating prosperity. Through our Learning Philosophy and core values of empowerment, enterprise, connectedness and transformation, we will provide our students and staff with a safe and supportive environment in which to thrive.

Our Trust structure has been evolving to expand our central leadership capacity as our financial security grows, adding a full time CEO role in 2019, and moving to an Executive Principal and Head of School structure in 2022. The time is now right to expand further, adding a Chief Education Officer to focus on our core business of delivering high quality education, whilst supporting the CEO with a focus on the external growth and reputation of the Trust.

This role will have huge importance and influence on the strategic direction of the Trust, and on the personal development of a number of key staff to deliver high quality education and school improvement, for the benefit of all our varied stakeholders. We are starting to look forward to our next strategic plan and shaping this as well as driving continuous improvement in teaching and learning standards, school improvement at a macro level, and providing robust quality assurance, will be key focuses of the role.

You will find more information on the specific deliverables in the job description, but the main desired impacts of adding this role to our central leadership are:

- Building capacity in the Executive Team to deliver rapid school improvement (all schools achieving strong academic & destination outcomes, and achieving good or better from OFSTED), which impacts positively on student and staff recruitment
- A high quality and robust quality assurance model, which indicates concern early enough to resolve quickly
- Strong line management structures, including planned training and development for senior and executive leadership, so that we have a fully accountable team, ready to drive and support growth by adding new schools to the Trust
- Improving collaboration at senior and executive levels, leading to improved outcomes for stakeholders
- Enabling a more outward focus in local communities, with other MATs, and with local and regional stakeholders including Regional Directors, ESFA so as to improve reputation



Our current strategic plan (2020-2025) focuses on three key pillars:

1. Employer of Choice: by being an organisation known for its clear purpose, an unrelenting focus on 'transforming lives through learning', and by being known as an employer who cares about their staff development and wellbeing
2. School of Choice: by focusing on uncompromising high standards achieved through our Learning Philosophy, and by providing a variety of educational opportunities for students, from primary through to Post-16 and beyond with our wider college group and employer network
3. Provider of Choice: by knowing that employers choose to engage with our Trust as they recognise and value the quality of education and skills, by taking opportunities to influence the skills, knowledge and attributes of the next generation of employees, and by knowing that our schools have strong commitments to work-based learning and this is reflected in all staff taking deliberate actions to embrace and embed our attributes in the student's curriculum experience

But just as important as the 'what' of the role is the 'how'. The culture of our Trust focuses very much on how we 'Transform Lives Through Learning', and how we develop and demonstrate our key attributes, both with staff as well as with and in our students. This means that we value behaviour, especially in leaders, that demonstrates being professional, aware, resilient, enterprising and confident. We work closely with and share these attributes, as well as our award-winning learning philosophy with our sponsor Activate Learning.

Everything we do aims to Transform Lives Through Learning. Our Trust thinks differently by focusing on preparation for successful lives and careers; we just happen to deliver qualifications. If you would relish the challenge to help shape the next phase of our successful Trust, we would very much welcome your application.

**Joanne Harper**  
CEO



# ACTIVATE LEARNING EDUCATION TRUST

## Who We Are

Activate Learning Education Trust (ALET) is a Multi-Academy Trust (MAT) established by Activate Learning in 2015. We transform lives through learning by providing exciting and innovative education for young people by looking at how we learn as well as what we learn.

Activate Learning is the sponsor for Activate Learning Education Trust, which is run with the support of a number of industry and academic partners.

## Our Vision

“ TRANSFORMING LIVES  
THROUGH LEARNING ”

## Our Mission

To 'transform lives through learning' by igniting confidence, expanding opportunities, energising the community and generating prosperity. Through Our Learning Philosophy and core values of empowerment, enterprise, connectedness and transformation, we will provide our students and staff with a safe and supportive environment in which to thrive and become independent learners.

## Our Values

Empowerment

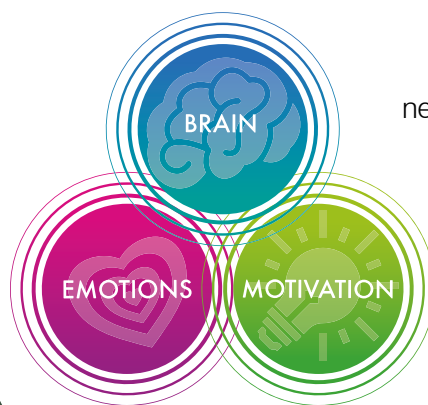
Enterprise

Connectedness

Transformation

# OUR LEARNING PHILOSOPHY & ATTRIBUTES

Our award-winning Learning Philosophy shapes our approach to teaching and learning. It recognises three essential elements to effective learning and helps us ensure our educational experience really supports and challenges students. It guides how lessons are planned and delivered, how real-world examples are blended with theory, and the independent but supportive environment in which they can thrive. The sweet spot for learning is where these all come together.



## Brain

Our brain connects neurons to make networks. These networks strengthen and work faster through repeated use. We believe in hard work and recognise the value in working through our failures so that we are constantly learning and improving.

## Motivation

We need to motivate ourselves in order to do the practice that strengthens the networks in our brains. By repeatedly demonstrating the relevance and impact of newly learnt skills and knowledge, we maintain our students' motivation.

## Emotions

Our emotional response to studying has a massive influence on how we learn. The more positive our learners' emotional response to studying is, the more likely they are to engage with and remember what they're learning.

## Our Attributes

We have developed, in collaboration with our employer partners and our Sponsor, Activate Learning, five key attributes that we support and challenge students to develop during their time with us. These are embedded within our curriculum, our approach to Teaching and Learning, and our pastoral and extra curricular programmes.



# JOB DESCRIPTION

- Job Title:** Chief Education Officer
- Salary:** Spot salary £115,000 - £125,000 (potential for up to a 10% annual bonus).
- Responsible to:** Chief Executive Officer
- Location:** Central Team Office UTC Reading as a base. Working across the Trust sites as required to fulfil the role.
- Direct Reports:** Executive Principals/Heads of School/Headteachers/ Heads of Central Team as required.
- Team:** Executive Team





## JOB PURPOSE

To provide strategic and professional leadership as Deputy to the CEO for the trust.

To develop and deliver the vision, ethos, strategy and performance necessary to provide outstanding education for all pupils.

## CORE AREAS

To act as Deputy to the CEO.

- To support the CEO & trust board through the provision of professional advice and guidance to develop the ethos, values and strategic direction of the trust to ensure all pupils have access to outstanding education.
- To uphold the trust's values, and to provide visible leadership across the organisation.
- To work collaboratively with the CEO, trust board, local governing committees, Heads of School/Headteachers (school leaders) and staff within the trust and schools to define and deliver high standards, measurable targets and clear aims and objectives.
- To perform the duties of the Deputy CEO in accordance with the conditions of employment and the policies and procedures of the trust.
- With the CEO, to be the lead education professionals for the trust and accountable for all aspects of teaching and learning standards, developing and leading the framework and systems for school improvement and quality assurance.
- To promote the trust in the wider community and to work to improve outcomes for all pupils educated in our schools.

You are expected to uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

You will uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, you will:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position.
- show tolerance and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.



## MAIN DUTIES AND RESPONSIBILITIES

### STRATEGIC

- Provide leadership and direction to schools within the trust in accordance with the vision and strategy agreed by the CEO and trust board.
- Lead alongside the CEO in supporting the growth, development and sustainability of the trust through the implementation of a robust strategy.
- Hold local governing committees and school leaders to account for maintaining and further developing the vision and values of the trust and their own individual ethos within it.
- Ensure there are high levels of effective communication across the trust to enable all staff to perform their duties and develop opportunities for collaboration across schools.
- Develop and maintain effective relationships with key partners/stakeholders outside of the trust and keep abreast of key national and local initiatives to benefit the development of the trust.

### LEADERSHIP AND MANAGEMENT

- Ensure the strategic vision and ethos of each academy is clearly articulated, shared, understood and acted upon effectively by all.
- To work in partnership with the CEO to ensure a robust quality assurance cycle is completed for each school in the trust every academic year.
- Work in partnership with CEO, COO, CFO to ensure any school expressing an interest in joining the trust has a full due diligence process covering teaching and learning, leadership, finance, premises and HR issues.

- Responsible for development and implementation of the school improvement and effectiveness strategy that supports the trust to achieve its mission and meet its strategic objectives.
- Work with the CEO, trust board, local governing committees and school leadership to provide strategic leadership to ensure educational excellence within individual academies.
- Lead and inspire all stakeholders by motivating, challenging and empowering others to create a shared culture where ambitious outcomes are the norm.
- Support the trust and school leaders in translating the vision for educational excellence into agreed evidence-based objectives, briefings and operational plans which will promote rapid and sustained improvement.
- Develop and maintain effective relationships/partnerships with other schools, the Local Authority and other providers of educational services.
- Prepare reports and papers as requested for the trust board and its committees.
- To support the CEO in mentoring and supporting new school leaders within the trust.
- To support the CEO in developing a programme of training and support for governors to ensure effective school leadership.

### SCHOOL IMPROVEMENT & MONITORING PERFORMANCE

- With the CEO develop a culture which sets high professional standards and expectations across the trust and holds school leaders and local governing boards to account for progress, quality and outcomes.





- Encourage networking opportunities and ways to share skills, expertise and best practice across the trust.
- Provide accurate and timely reports of progress and performance to the trust board and its sub-committees as required and all other stakeholders in accordance with statutory and regulatory requirements.
- Develop and enable with the CEO the framework and systems for school improvement across the trust, ensuring capacity, quality assurance and accountability at all levels.
- Provide support and challenge to schools within the trust as required including the identification of appropriately costed and prioritised actions for school to school support or externally secured services.
- Ensure robust systems of self-evaluation drive trust and individual academy improvement plans.
- Monitor and evaluate the effectiveness of academy provision through Ofsted reports and by scrutinising performance data, including assessing performance trends over time and progress of different groups of pupils.
- Benchmark performance against prior achievement and national averages in order to identify areas for development in Trust academies.
- Use performance analysis to determine the early identification of schools where achievement or pupil progress is vulnerable.
- Keep abreast of educational developments with a particular focus on standards and progress and anticipate the consequences of future trends/initiatives and articulate these to trustees and trust academies.

## SUPPORTING SCHOOLS

- Provide support, guidance and mentoring to school leaders in relation to analysing and interpreting performance data and establishing improvement priorities.
- To provide strategic direction for all school leaders in the trust and identify support/timescales to ensure improvements are achieved.
- Work with school leaders and other leaders to improve pupil progress by:
  - undertaking development visits to academies.
  - providing or brokering high quality, fully-costed, advice and professional support in response to identified needs.
  - supporting schools in using data and target setting to promote and monitor pupil progress.
  - identifying outstanding practice across the trust and disseminating this in order to improve pupil outcomes.
  - identifying academy and trust-wide training needs to improve pupil outcomes.
  - negotiating school-to-school support to address the school improvement agenda.
- Work alongside school leaders and other leaders to develop partnerships with associate consultants to address underachievement.
- Lead the development of work to audit expertise and organise a programme of high quality school-to-school support and CPD.
- Respond, where appropriate, to requests from academies to support their own self-evaluation.
- Work alongside academies to identify their strengths and development areas and, if appropriate, broker alternative support.



- In partnership with the CFO, and through the Integrated Curriculum and Financial Planning (ICFP), ensure all physical and staffing resources meet the needs of each school in the trust.
- Monitor, evaluate and if necessary support, to ensure effective leadership teams at all levels across the trust.

### **SAFEGUARDING AND COMPLIANCE**

- To work in partnership with the CEO to ensure all safeguarding and child protection systems are effective, robust and compliant across the trust.
- Ensure that the trust and its schools meet their safeguarding responsibilities in line with current legislation and regulations.
- Ensure that the trust meets legislative requirements, including Health and Safety and those required by companies house, the charity commissioners, data protection and the DfE funding agreements.

### **TRUST/ EMPLOYEE RESPONSIBILITIES**

- to always work and act in accordance with the Trust's Vision, Values and Strategic Plan.
- to demonstrate professional behaviours and attributes.
- to be responsible for ensuring that the activities under your control are conducted in accordance with the safeguarding and health and safety requirements of Activate Learning Education Trust's policies and procedures.
- to safeguard the welfare of children, young persons and other vulnerable people for whom you come into contact with, ensuring a learning environment where students feel safe and supported, and British values are celebrated.
- to be accountable for own safety and that of colleagues/ visitors to the workplace.
- to work in a flexible manner and be willing to undertake other duties as reasonably requested.

ESSENTIAL	DESIRABLE
<p><b>Qualifications and Experience</b></p> <ul style="list-style-type: none"> <li>• Qualified teacher status.</li> <li>• A continued commitment to own professional development.</li> <li>• Successful record as an Executive, Headteacher, Principal or Head teacher of a school/academy.</li> <li>• Detailed and up-to-date knowledge in subject, national policy, classroom management strategies, inspection procedures and statutory requirements.</li> <li>• Knowledge of child-safeguarding issues and successful use of measures that promote and ensure the safeguarding of children.</li> </ul>	<p><b>NPQH</b></p> <ul style="list-style-type: none"> <li>• LLE / NLE Status (or equivalent).</li> <li>• Relevant postgraduate qualification.</li> <li>• Further relevant professional studies.</li> <li>• Experience of leading/managing complex/multiple organisations or trusts and sites.</li> <li>• Experience of having led a school for more than five years.</li> <li>• Experience of more than one key stage.</li> <li>• Experience of Academy leadership.</li> </ul>
<p><b>Leading Teaching and Learning</b></p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Methods to ensure the specified teaching standards are harnessed and maintained by all teaching staff.</li> <li>• Curriculum design and management.</li> <li>• Principles of quality learning, teaching and assessment including academy review and self-evaluation.</li> <li>• Use of external support and expertise.</li> <li>• Behaviour and attendance management.</li> <li>• New technologies to support learning and teaching.</li> <li>• Strategies for improving outcomes and achieving excellence for all.</li> <li>• Tools for data collection and analysis.</li> <li>• Experience of monitoring and improving the quality of teaching and learning.</li> </ul>	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Ways of applying effective practice and research evidence to improve outcomes.</li> </ul>
<p><b>Leading the Organisation</b></p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Employment market, effective recruitment, deployment and management of staff.</li> <li>• Technology to enhance organisational effectiveness.</li> <li>• Strategies to maximise contributions from the workforce.</li> <li>• Accountability frameworks.</li> <li>• Legal issues relating to leading and managing an academy trust, derived from all relevant statutory and regulatory frameworks.</li> <li>• Strategic financial planning, budget management and principles of best value.</li> <li>• Organisational development, planning and implementing change.</li> </ul>	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Development of and access to school buildings and facilities management.</li> <li>• Project management techniques.</li> </ul>

ESSENTIAL	DESIRABLE
<p><b>Leading People</b></p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Significance of interpersonal relationships, including impact on teacher performance and pupil learning.</li> <li>• Performance management, continuous professional development and sustained school improvement.</li> <li>• Building motivation, including the importance of celebrating achievement.</li> <li>• Own performance, ways of obtaining feedback and how to improve.</li> <li>• Develop self-awareness, self-management and self-confidence and use effectively.</li> <li>• Listen, reflect and communicate effectively</li> <li>• Monitor and evaluate work of others, give feedback and provide support/intervention to improve performance.</li> <li>• Hold people to account and challenge under performance.</li> <li>• Develop a culture of learning and continuous professional development.</li> <li>• Receive and act on feedback to build on strengths and improve personal performance.</li> <li>• Create a culture which encourages ideas and contributions from others.</li> <li>• Foster an open, fair and equitable culture.</li> <li>• Proven ability to motivate, challenge, develop, empower and sustain individuals and teams.</li> <li>• High standards of personal and professional conduct.</li> <li>• Proven experience of developing good working relationships with all stakeholders.</li> <li>• Proven ability to generate and deliver collective vision and shared purpose at pace.</li> <li>• Proven ability to create, build and retain effective staffing structures.</li> <li>• A sense of humour!</li> </ul>	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Building and sustaining a learning community within a diverse workforce.</li> <li>• Support and development systems for individuals and teams.</li> <li>• Have a high level of Emotional Intelligence and use it</li> </ul>
<p><b>Leading in the Community</b></p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Multi-agency work (including the team around the student), benefits and risks of multi-agency working.</li> <li>• Collaboration and partnership working (including academy, home, community and business partnerships).</li> <li>• Wider curriculum beyond the academy and opportunities it provides.</li> <li>• Diversity and community cohesion issues.</li> <li>• Establish and engage in partnerships, including working with multi-agency teams.</li> <li>• Consult, engage and communicate with staff, students, parents and carers to enhance pupils' learning.</li> </ul>	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Extended service provision, commissioning and contracting.</li> <li>• The diversity of professional cultures and ways of working.</li> <li>• Strengths, capabilities and objectives of other schools and academies, services and agencies.</li> <li>• Take a leadership role within and across the community.</li> <li>• Engage in academy-to-academy collaboration and contribute to leadership in the wider education system.</li> <li>• Contribute to achievement of community cohesion.</li> <li>• Broker and commission services.</li> </ul>



# HOW TO APPLY

If you would like to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact our retained consultant at Academicis, Caroline Olsen:

**[colsen@academicis.co.uk](mailto:colsen@academicis.co.uk)** or  
**01223 907979 / 07500 889504**

Please email your application to:  
**[colsen@academicis.co.uk](mailto:colsen@academicis.co.uk)**

**Closing date:** 5th February 2024

**Shortlisting date:** 7th February 2024

**Interviews:** 21st and 22nd February 2024



**City of Oxford College, Oxpens Road, Oxford, OX1 1SA**