



*A*CADEMICIS
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Location: **Cambridgeshire/Suffolk**
Start Date: **April 2025**

Director of Secondary Candidate Pack





Welcome letter from our Chief Executive Officer

Dear Applicant,

Thank you for your interest in working as part of our team. You will be joining our trust at an exciting part of our journey where we continue to build on the good work in our schools but seek to build the capacity and capabilities of our trust as a whole.

As a CEO new to role in January 2023, I'm looking to build a team of energetic, knowledgeable and creative professionals to work alongside our current experienced team both centrally and in schools. This is a rare opportunity to build a system of excellence to surround and support our school communities with care and professional excellence. We strive for the very best for our pupils in a range of settings including nursery, primary, secondary, special schools, all through schools and post 18 specialist settings.

Our pupils and staff deserve the best and we hope that if you are someone who is aspirational and inspirational for pupils and staff you will consider coming to work as part of our team.

Please make contact and we will be happy to discuss the role and Trust further.

Lynsey Holzer
Chief Executive Officer





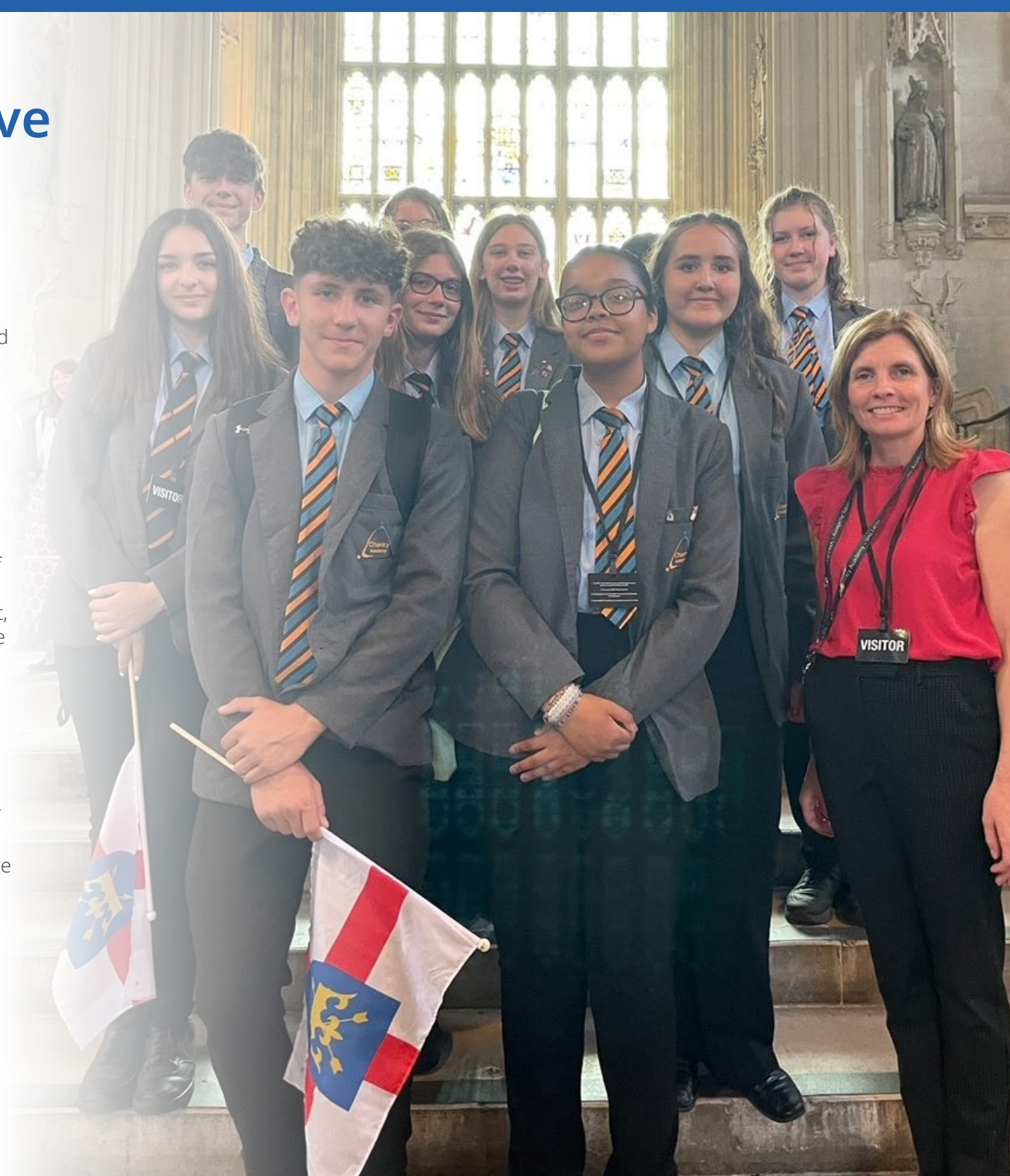
About The Active Learning Trust

The Active Learning Trust was originally established in 2012 and is currently made up of 1,500 employees across 19 schools in Cambridgeshire and Suffolk, serving nearly 8,500 young people and their families. Our shared Trust mission of delivering excellence to ensure our young people can thrive and prosper is at the heart of everything we do.

Our trustees fulfil their duties through our Trust Leadership Team, which includes our central team and school leadership teams, working together as one unified organisation with joint accountability. We have an established central team that is not only knowledgeable but also driven by an imperative to deliver the very best for the young people in our care. Our team is made up of experts across all specialist areas, including education, finance, HR, communications and marketing, estates, governance, procurement, data and IT. Their skills allow us to deliver shared savings and, more importantly, provide essential services to schools, enabling school-based leadership to focus on improving outcomes for pupils in the broadest sense.

Whilst each of our schools works as a collaborative part of our larger organisation, they are also managed locally by our skilled leaders and local governing bodies. This approach ensures that each school retains its unique personality and reflects the needs of its local community, while the future sustainability of the school is guaranteed to be exceptional by being part of a strong and effective Multi-Academy Trust.

- We know our schools exceptionally well and there is honest reflection on and evaluation of our strengths and areas for improvement.
- We have clear and appropriate plans for continuing to improve the quality of education and pupil achievement.
- We encourage and celebrate the individual characteristics of each of our schools and provide them with a good balance of autonomy and central oversight and accountability.



About The Active Learning Trust *continued*

Our Schools

- Active Learning Trust currently comprises 19 schools; 8 in Cambridgeshire and 11 in Suffolk.
- The Trust has 2 special schools, 2 secondary schools, 1 all-through school and 14 primary schools.
- One special school and four primaries are academy converters. The remaining 13 schools are sponsor led academies.
- Four of our schools were opened as new, with pupil intake increasing incrementally each year.

The Trust's schools fall naturally into three designated geographical sub-regions – Ipswich, the Lowestoft area, and mid Cambridgeshire. This allows the Trust to apply so-called 'hub' level school to school support and collaborative working and other mutually supportive arrangements. The synergy this creates has become a key way of working for the Trust and continues to develop further over time.

- The proportion of disadvantaged pupils in the Trust is above that found nationally.
- The proportion of pupils with an Education Health Care Plan is in line with national averages.
- The proportion of pupils with Special Educational Needs and/or Disabilities and who speak English as an additional language are below national averages.





About The Active Learning Trust *continued*

At Active Learning Trust, we are restless for excellence and improvement so that our children can thrive and prosper. Deeply rooted in the heart of our communities, people choose to join our Trust because we make a difference. We explore the art of the possible to find the right solutions for our children, our people and the wider education sector.

Our Values

At the heart of our Trust are five core values that shape our culture and guide every aspect of our work. They influence our interactions, decisions and strategic direction, and they unite our school communities.



-  I aspire, we achieve
-  We're curious, creative and bold
-  A family, not house share
-  Comfortable being candid
-  Humour, humility, humanity

About The Active Learning Trust *continued*

Inspired by our colleagues at Active Teacher Training, our ALT Institute will encapsulate all elements of our people development strategy, helping all stakeholders to support the young people we work with:

What is the ALT Institute?

'Institute' is an umbrella term for all people development available to our staff. It is any people development activity that takes place in or across academies, delivered by or for ALT colleagues. In essence, it is every development opportunity available to staff: blogs, coaching, conferences, courses, role-performance development activities, podcasts, reading, SDGs, team-teaching, TNGs, webinars, workshops and more.

Where is our ALT Institute?

Anywhere and everywhere! Anywhere people development takes place (in academies/ external venues/at home in your living room) forms part of the Institute.

Our Institute is a learning eco-system, through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system.

Leadership doesn't just come from the top; it has to be genuinely stakeholder-led. In this vein, we have designed our learning eco-system intentionally to incubate teacher agency.

Irrespective of our role, we all have a responsibility to make things better for children and young people, helping ensure that teachers are delivering the best possible education.

Thus, we have a professional obligation to keep getting better through engagement in people development activities, so that the 'edge' between schools and communities, where educators work with pupils, parents and carers and communities, is the best it can possibly be.

Who is our ALT Institute for?

Please note we use the collective pronoun 'our' and not the determiner 'the.' Our Institute is not independent of us. It is us. We will contribute to our training and development when we deliver people development, and we will benefit from it when we attend or seek out development ourselves.

It serves our whole ALT community. We are all working hard to ensure that there are high-quality people development opportunities for every single stakeholder across our organisation.

We are committed to the very best people development. We empower all employees through equity of opportunity, and we place the needs of our stakeholders and the communities we serve at the front and centre of all we do.

We believe we are better together and value collaboration within and beyond our organisation. ALT people development activities will be the very best professional learning our stakeholders have ever had. Through high-quality people development, we will all transform lives and communities.

We resolutely believe that it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ALT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute.

The advancement of our Institute in this way will lead to whole system improvement and transform more lives and communities



**ALT Institute of
Teaching and
Leadership**

Director of Secondary

Main Purpose

The Director of Secondary will help build and maintain the Trust as a successful multi academy trust that is highly regarded.

They will:

- Undertake the role as lead executive for the Trust's secondary academies and directly line manage the Principals.
- Work across the Trust, maintaining a trust-wide focus for secondary phase education, including curriculum, assessment, behaviour and other pedagogical aspects of school development and to promote collaboration across secondary academies.
- Ensure the Principals of the Trust's secondary academies receive appropriate guidance and advice regarding teaching and learning and coordinate the provision of such support, guidance and advice.
- Build and maintain relationships with the Trust's internal and external stakeholders and partners and liaise with external agencies on behalf of the Trust on matters relating to the operation of the Trust's secondary schools.
- Be an integral member of the senior education team.
- Identify and bring forward proposals to develop opportunities for growth of the Trust.
- Be accountable for sustainable and measurable improvement of the standards and performance of Designated Trust High Priority Schools in the following areas:
 - Achievement
 - Attendance
 - Behaviour
 - Curriculum
 - Quality of Education
 - Safeguarding
 - Finance
 - Ofsted Readiness
 - Operational Leadership & Management (Culture)

Key Responsibilities and Accountabilities

Strategic Leadership – at designated high priority schools

- Be accountable to the Trust for the sustained improvement of outcomes for children and young people attending the academies.
- Work with the Director of Education, central services teams, the trustees and local governing body and the Senior Leadership Team of the academies to develop, implement and monitor a robust improvement plan with a clear vision for the academies.
- Work with Principals to introduce and embed the Trust's quality standards in all aspects of the academies operation.
- Work with Principals to put in place management systems, in line with the Trust's school improvement framework, to secure rigorous lines of accountability for student outcomes.
- Work with the Principals to secure solid systems for the smooth and efficient running of the academy, with particular regard for embedding good systems to secure behaviour and attendance.
- Work with the Principals on any necessary management and staffing restructuring in conjunction with the Director of People and the Director of Education.
- Support the development and capacity building of senior and middle leaders at the academies.



Job Description
Director of Secondary
Salary: L31 – L37 (£104 - £120k)



Job Description *continued*

- Ensure positive engagement from staff and commitment to the vision and high expectations of the Trust.
- Contribute to the preparation of the School Dashboard and Score Card.
- Broker and secure additional resources, as required, to help the academies meet the expectations of the Trust.
- Ensure strong feedback and reporting in order that the Trust may have clarity on the performance secured within each academy.

Leading Teaching, Learning and Assessment – at designated high priority schools

- Work with the Principals to secure consistently high standards of teaching, learning and assessment in all subject areas and in all year groups through the introduction and embedding of the Trust's teaching, learning and assessment policies and strategies.
- Ensure that the Trust's monitoring and evaluation systems are used to hold senior leaders and subject leaders to account for student progress on a regular basis.
- Work with the Principals to put in place a culture of learning and transparency in relation to learning walks, work scrutiny and student voice, underpinned by rigorous monitoring so that all teachers know what constitutes good and outstanding teaching.
- Ensure that all teachers and support staff develop and improve their practice through full engagement in professional learning communities.
- Provide coaching support for key staff to improve quality of their leadership practice.
- Work with the Principals and Senior Leaders to embed consistency and accuracy in assessment of student progress in all subject areas and in all year groups.
- Work with the Principals and Senior Leaders to ensure that the progress of any student or group of students vulnerable to under-achievement is closely monitored and interventions are put in place when required.
- Work with the Principals to put in place a curriculum which is consistent with the Trust's expectations and which meets statutory requirements and local needs.

Raising aspiration, achievement and attainment – at designated high priority schools

- Lead, model and promote an ethos of aspiration and achievement for all young people in the academies.
- Create a positive culture of challenge, support and high expectations, in order to raise standards and improve the quality of teaching.
- Oversee the process of setting targets for the academies.
- Ensure that robust assessment data analysis is used to set challenging targets.
- Ensure that all members of the school community feel valued as individuals.

Job Description *continued*

Relationships Partnerships – at designated high priority schools

- Promote strong relationships and effective working arrangements with the Trust, governors, staff, parents and students.
- Work with the Principals and Senior Leaders to motivate and enable all staff to carry out their respective roles to the highest standard, through robust line management and high quality continuing professional development.
- Work with ALT Institute to ensure a high standard of professional development for all staff and for self.
- Establish collaborative and open relationships with all stakeholders.
- Within the Trust's frameworks, develop focused and effective partnerships with a range of organisations to support improved outcomes for students.
- Work positively with other schools within the Trust and in the local area to improve outcomes and professional practice.

Funding and Budget Management – at designated high priority schools

- Ensure that the academies budget is used effectively and efficiently to maximise its impact on the achievement of the best possible outcomes for students.
- In keeping with the Trust's financial systems, ensure that budgetary controls are effective and expenditure is managed effectively.

Accountability – at designated high priority schools

- Be accountable to the Trust for the performance and outcomes of the academies.
- Report on a regular basis and as required to the Trust Executive and the Trust's Academic Board on the performance of the academies.

Management – at designated high priority schools

- Line-manage associate central staff deployed at the academies in line with the Trust's policies through the Team Around the School protocols.
- Line manage Principals of allocated academies.
- Work with the Principals to ensure that rigorous line management systems are in place and operating effectively throughout the academies.
- Work with the Principals to ensure that comprehensive and systematic programmes of high-quality professional development are in place.

Other Responsibilities

- Contribute to the wider work of the Trust, its academies and its communities through partnership working, sharing of expertise and knowledge.
- Carry out any such duties as may be reasonably required by the Director of Education.
- Take responsibility as a National Lead for the Multi-Academy Trust on key policy or subject areas.
- Exercise a commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.
- Contribute to the development and delivery of CPD, Teacher training, leadership development and school-to-school support work of the ALT Institute.



Person Specification

E = Essential criteria, D = Desirable criteria



	Essential	Desirable
QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE		
Qualified teaching status	E	
Educated to degree level or equivalent	E	
Further professional qualifications relevant to the post		D
Up to date Designated Safeguarding Lead and Safer Recruitment training	E	
Demonstrable successful career experience, a proven track record as a Principal or executive leader in education	E	
Demonstrable Experience of leading outstanding secondary school practice		D
A thorough understanding of effective safeguarding practice	E	
Experience of successful school-to-school support	E	
Significant experience of the monitoring and development of teaching and learning	E	
Experience of delivering impactful professional development	E	
Experience of managing budgets, people and resources effectively	E	
Experience of creating a vision and forming the direction for an organisation	E	
Experience of working in an academy trust	E	
Experience of coaching, mentoring, directing and challenging senior members of staff	E	
Demonstrable Experience of successfully leading major managing change to achieve impact within a large multi-site organisation	E	
Excellent understanding of the current OFSTED framework	E	
A sound understanding of school/trust governance	E	
Experience of designing, tracking, monitoring, evaluating and reporting on systems capable of bringing outstanding outcomes	E	
Experience of reporting to those responsible for governance in a multi-school setting		D
Excellent communication skills, both written and oral	E	
Good interpersonal skills with the ability and experience to motivate others	E	
Up to date knowledge of pedagogy and a sound understanding of research in this area	E	
The ability to develop effective partnerships and networks	E	
A thorough understanding of effective curriculum design	E	
Ability to work as part of a team and on own initiative	E	
Experience of monitoring and evaluation of educational provision and standards	E	
Understanding of the national educational context	E	
Knowledge of current curriculum requirements	E	
Excellent understanding of current pedagogical issues and effective research	E	
Ability to use data analysis to help secure school improvement	E	
Work in accordance with the Trust's collaborative values	E	
Sound judgement and decision maker – confident in using own initiative	E	

Person Specification

E = Essential criteria, D = Desirable criteria



	Essential	Desirable
EQUALITY AND DIVERSITY		
Successful proven experience of promoting inclusion, equality and diversity	E	
SAFEGUARDING		
Commitment to safeguarding and promoting the welfare of children and young people	E	
An understanding of up-to-date safeguarding requirements including all aspects of safer recruitment	E	
OTHER REQUIREMENTS		
The ability to travel effectively to trust schools and other organisations, as required by the role	E	
Committed to own continuing professional development	E	





Cromwell Community College
Wenny Road, Chatteris, PE16 6UU

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If you wish to discover more about this exciting opportunity, need any further information or you would like to have an informal discussion, please contact **Tracy Laverack** at **Academicis**, our recruitment partner, on **tlaverack@academicis.co.uk** or by phone on **07554 118 997 / 01223 907979**.

Closing date: Tuesday 10th December 2024 • Interviews: Wednesday 18th December 2024

The Active Learning Trust and Local Governing Body are committed to safeguarding and promoting the welfare of children and young persons and Headteachers must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and complete a Disqualification Declaration.