



Applicant Information Pack

Deputy Chief Executive Officer

Learn@ Multi Academy Trust
Deputy Chief Executive Officer
Salary: £90,000 - £99,000
Permanent
Fulltime

A full time post, fixed by the Board of Trustees at £90 000 - £99 000 per annum. 29 days holiday plus bank holidays.

'All different, all equal, all achieving together'

Do you inspire, lead and innovate? Do you put children and young people at the heart of all your thinking?

If the answer to these two questions is yes, we urge you to read on.

A new and exciting opportunity has arisen to join our flourishing and growing Multi Academy Trust. Trustees are looking to appoint a Deputy Chief Executive Officer to enhance the successful Learn@ MAT central team.

Established in 2016, the Trust is a well-established partnership of special academies and alternative provisions across the South West of England. We currently have six specialist academies and two alternative provisions across eleven sites in and around Bristol, Bath and North East Somerset, Somerset, South Gloucestershire and Wiltshire. The Trust will soon be opening two further specialist academies in Gloucestershire and North Somerset.

Our academies aspire to be centres of excellence for teaching and supporting the development of children and young people identified with 'Social and Emotional Mental Health' (SEMH) and/or 'Speech Language and Communication Needs' (SLCN), including Autistic Spectrum Condition. Currently we educate over 500 children and young people aged seven to 18. These children and young people are supported by more than 300 staff, including teachers, learning facilitators, speech and language therapists, educational psychologists and mental health advisers.

At Learn@ MAT, our headteachers are lead professionals and key role models within the academy communities they serve. They lead by example, and demonstrate the professional conduct and practice expected of all members of their academy community. They create an environment that promotes effective teaching and learning, setting high standards and expectations. Our headteachers ensure our young people are given the opportunity to reach their full potential to allow them to lead fulfilling lives. We need a deputy CEO who will be an inspiration to our academy leaders and support them in delivering the very best care and education for their children and young people.

This newly created role is an exciting opportunity for an exceptional and inspirational education professional who has the aspiration, integrity and ability to help support the ongoing improvements across the Trust's academies and alternative provisions. The successful candidate will be committed to implementing educational excellence across our Trust and to the continued improvement of the quality of education through adopting evidence based best practice. The Deputy Chief Executive Officer will be at the heart of this work supported by the CEO and a committed Board of Trustees.

If you are excited by this advert and wish to discuss the post further, please do not hesitate to contact: Mrs Jen Southall, CEO, on 07458102617

Closing date: Monday 24th January 2022 at 5pm
Shortlisting: Wednesday 26th January 2022
Interviews: Thursday and Friday 3rd and 4th February 2022

For further information please visit: www.learnmat.uk

Completed application forms should be returned to Louise.shepherd@learnmat.uk

Learn@ Multi Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility.

Learn@ Multi Academy want to ensure that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.

Learn@ MAT Deputy CEO Selection Process

- We ask that all candidates submit a fully completed Learn@ MAT Application form. The 'additional information' section of this form should be used to clarify evidence against the 'essential' and where relevant 'desirable' elements of the personal specification for this post, as well as examples of how you feel you fit the job description. Please be aware that brevity and succinctness is preferable to the Trustees in reading numerous application forms.
- All candidates must include a personal letter (maximum of 600 words) explaining why they feel they are the right person to be our deputy CEO. **This is in addition to the formal application form.**
- Closing date for applications is
- Short listing will take place on the .
- Candidates shortlisted for interview will be notified no later than
- Interviews will be held
- Interviews will be held in person with all health and safety regulations in place. (Further information on this will be distributed after shortlisting).
- Candidates will be informed of the interview panel decision by

Learn@ MAT Deputy Chief Executive Officer – Job Description

Learn@ MAT	
Job Title	Deputy Chief Executive Officer
Location	Learn@ MAT
Salary Range	£90,000 - £99,000
Responsible To	CEO, Learn@ MAT Board of Trustees
Reporting To	Chief Executive Officer
Full Time/Part Time	Full Time, All Year Round

Principal Responsibilities

The Deputy Chief Executive Officer (DCEO), in partnership with, and as directed by, the Chief Executive Officer (CEO) and the Board of Trustees, is responsible for the success of the Learn@ Multi Academy Trust (MAT) upholding the principles and values upon which it has been established.

Together, with the Learn@ MAT board and the CEO, the DCEO will ensure the accomplishment of the Trust's vision and mission, and the accountability of the Trust to its members.

The board delegates responsibility for management and day-to-day operations to the Chief Executive Officer so that they have the authority to carry out these responsibilities, in accordance with the direction and policies established by the Board and its governance framework. The DCEO will complete these duties in their absence.

It is a responsibility of the Deputy Chief Executive Officer to ensure excellent systems of communication are maintained and developed across all levels of governance and school leadership and management. Creating an open and transparent organisation which reflects its own ethos and vision at all levels and in all areas of its work: 'All Different, All Equal, All Achieving Together'.

Key Accountabilities

1. Strategic leadership
2. Driving all areas of Learn@ MAT to be a force for improvement and ensuring rigorous accountability for the quality of provision.
3. Developing and improving leadership and management.
4. Collaborative learning
5. Compliance, financial probity and solvency

6. Stakeholder engagement
7. Equality, Diversity and Inclusion

Strategic Leadership

- Develop and implement a short, medium and long-term clear strategy and plan to deliver the shared vision and priorities of Learn@ MAT and its Academies
- To lead the review and regular updating of the Trust Development Plan, ensuring that the Trust meets its annual targets.
- Act as an advocate and public face of the Trust, using influencing skills to maximise the profile of the Trust and promote the Trust's core purpose, values and ethos
- Report to the Board and Growth and Strategy Committee on progress in implementing the agreed strategy, the key risks and steps to overcome such risks.
- Work with the CEO to ensure everyone in the Trust works to the shared ethos and vision of Learn@ MAT with shared accountability.
- Ensure the Trust acts in compliance with relevant legislation and guidance at all times.
- Provide dynamic, consistent and motivational leadership, recognising the unique structure and needs of each individual school.
- Ensure Learn@ MAT is playing a leading role in the strategic development of SEND and AP both regionally and nationally.
- To promote and establishment Learn@ MAT as the 'go to' specialist Trust for SEND in the South West.
- To deputise for the CEO in all duties during their absence or when directed.

Driving all areas of Learn@ MAT to be a force for improvement and ensuring rigorous accountability for the quality of provision

- Relentlessly focus on improving standards and outcomes by the setting of aspirational performance targets for the academies and our specialist services.
- Develop and oversee a common accountability framework and reporting structure that allows school performance and improvement, including the impact of strategies, to be shared, monitored, analysed, evaluated and reported to the Learn@ MAT board.
- Support and challenge school leaders in their task of ensuring excellent outcomes for all children and young people.
- Support and challenge the development and monitoring of school self-evaluation practices and procedures to ensure that they are robust, accurate and developmental. Challenging academy leaders to have annual systems in place to review, plan and develop their academies to be consistently achieving to their best and constantly improving where needed.

Developing and Improving Leadership and Management

- Provide motivational and inspirational leadership at all levels of the Learn@ Trust.
- Support the CEO in the line manage the central executive team and the headteachers of academies, alongside the chairs of academy councils, assist in their performance management and appraisal (see attached organigram).
- To ensure that there is a process in place to ensure quality and value for money of specialist services brought in to the Trust.
- Support the development of excellent school leadership within all Learn@ MAT academies, ensuring there is a clear structure of CPD across all roles within the Trust.

Establishing an in-house career structure with an overriding principle of succession planning.

- Provide support, advice and professional challenge to the executive team, school leaders and academy councillors as well as ensuring quality coaching and mentoring for all Trust leaders through external quality assured services.
- Disseminate the principles of distributed leadership within and between academies.
- Work in partnership with the CEO to develop capacity for sustaining improvement through distributed leadership, high professional standards and collaborative learning across the Trust. Including developing the notion of 'talent architects' across the Trust, recruiting and identifying future leaders and investing in their development.
- Communicate effectively the strategic aims of the board to staff at all the academies in the Trust, ensuring that local, regional and national developments are communicated across the Trust and that all staff understand the wider educational context for their work.

Collaborative Learning

- Promote a collaborative professional learning culture within the network of academies.
- Support and challenge school leaders in developing their academies as centres of professional learning and the development of practice.
- Develop and implement a programme for sharing and jointly developing good practice between academies and between school leaders.
- Working with the CEO, develop and grow the Learn@ MAT strategic vision of managing its own specialist support team, including speech language therapy and educational psychology, which could be widened to include further specialisms through annual review.
- Develop further the links between mainstream academies, Trusts and Learn@ MAT and its academies.

Compliance, Financial Probity and Solvency

- Ensure there are sound financial plans and that resources are used efficiently and effectively across Learn@ MAT Academies and in accordance with the Board's agreed priorities.
- Ensure the Trust takes full advantage of revenue and capital fund-raising opportunities.
- Working with the Finance Director and other managers in the Executive Team, ensure central or shared services operate effectively.
- Ensure that the headteachers regularly monitor their respective budgets and have oversight of the use of resources in their Academies.
- Working with the CEO ensure all legislative and statutory requirements for academies are met and are compliant with the Academies Financial Handbook, the Governance handbook and competency framework, and other DfE guidance.
- Ensure all statutory policies are in place, fully implemented, up-to-date, and reviewed as necessary across the Trust.
- Ensure there is absolute equality and fairness across the Trust, where hard work is recognised and rewarded – regarding both staff and pupils.
- To ensure that the Trust identifies risks and takes appropriate measures to tackle them.

Stakeholder Engagement

- Facilitate the development and maintenance of formal and informal collaborative working partnerships for the Trust.
- Develop networking between the Trust and other education providers.
- Develop further the revolving door provisions offered by the Pupil Referral Units in order to contribute to a reduction in permanent exclusions from mainstream Academies to zero.
- Engage with external agencies, local authorities, community organisations and businesses to extend the curriculum and learning opportunities for students.
- Act as advocate for issues relevant to Learn@ MAT in developing partnerships and links with stakeholders that promote a positive profile for the Trust and all young people and their achievements within the Academies.
- Engage regularly with stakeholders from academies, children and young people, parents, carers and partnership organisations, in the analysis, planning and evaluation of services.
- Ensure that the Trust and its Academies have excellent relationships with local authorities, the DfE, the Education & Skills Funding Agency, the National College for Teaching and Leadership, the National and Regional Schools Commissioners and other statutory agencies as appropriate.
- Provide a national representative voice for young people, and the families of young people with SEMH, SLCN and/or those who have been, or are at risk of being, excluded from mainstream education.
- Work with the DfE at regional and national level to improve and develop its understanding of SEND and so ensure new policies, or changes to existing policies, reflect a holistic knowledge and understanding of how best to support and promote the educational development of the young people we cater for.

Equality, Diversity and Inclusion

- To model and promote the ethos of Learn@ MAT, namely 'All different, all equal, all achieving together'.
- To facilitate, support and promote the recommendations and practices which disseminate from the Trusts equality, diversity and inclusivity committee.
- To ensure there is a shared accountability across the whole Trust in assuring all our policies and procedures are carried out in accordance to our ethos of promoting equality, diversity and inclusion.

Learn@ MAT
Deputy Chief Executive Officer

Person Specification and Criteria for Selection

Category	Essential	Desirable	Where identified
Qualifications	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • PGCE or Degree • a comprehensive history of CPD in leadership and management (inc. Business) • NPQH/ EMBA 	<ul style="list-style-type: none"> • MA/MSc in Education, Leadership or Business • A comprehensive history of CPD in SEND • National Professional Qualification for Executive Leadership 	<ul style="list-style-type: none"> • Application
Experience	<p>The successful candidate will be able to demonstrate effectively their experience of:</p> <ul style="list-style-type: none"> • leading a medium/large educational (or similar) organisation which operates across multiple sites • working in a highly effective provision/ organisation • being involved in turning around a failing provision • holding people to account and tackling successfully underperformance • strong partnership working and of developing a strong team culture with all stakeholders • working collaboratively and inspiring leaders • SEND and school improvement models and processes • working in 2 of the following 4 phases of education: special, alternative provision, mainstream and/or residential 	<ul style="list-style-type: none"> • LLE/NLE accreditation • Leadership at a senior level within both primary, secondary and sixth form age groups. • Experience of working with schools in a range of Ofsted categories • Experience of working effectively with DfE, OFSTED, LA lead officers, governors, trustees and members • Experience of influencing policy and decision making at a national level • OFSTED inspector experience • Experience of undertaking a non-executive Board role 	<ul style="list-style-type: none"> • Application Form • References • Interview

Category	Essential	Desirable	Where identified
Values	<p>The successful candidate will have a genuine and full commitment to:</p> <ul style="list-style-type: none"> • the Learn@ MAT core principles of respect, include, innovate, promote and nurture • the safeguarding of our children and young people across the Trust • inclusion for all • the welfare, happiness and success of children and young people as they mature and prepare for adulthood. • securing early intervention approaches with children and young people, families and collaborative working with specialist services and key stakeholders • recognising and understanding the need for children and young people to develop a clear sense of responsibility and respect towards themselves and others • the implementation of restorative approaches and professional de-briefs when resolving challenging situations across the organisation • children and young people to succeed personally and academically with high expectations of self, children and young people and staff • working with key partners to tackle successfully the barriers that impact on learning • the importance of the voice of children and young people and parent voice to ensure development of provision • leading by example • maintaining and promoting a healthy work-life balance. 	<ul style="list-style-type: none"> • A recognition that best lasting results come from joint collaborative working and hearing, respecting and considering the views of all stakeholders 	<ul style="list-style-type: none"> • Application Form • References • Interview

Category	Essential	Desirable	Where identified
Knowledge and skills	<p>The successful candidate will have proven and demonstrable:</p> <ul style="list-style-type: none"> • leadership and management skills • ability to performance manage staff and promote professional development and accountability • written and verbal communication skills. • Ability to account to stakeholders and hold others to account • Ability to undertake robust self-evaluation processes and use pupil performance data to identify and set relevant Academy improvement targets • curriculum management skills - planning, delivery and assessment • financial management skills • Analysis and evaluation of performance data and presentation skills • To always display outstanding communication skills and the ability to promote and develop these skills across their team. 	<ul style="list-style-type: none"> • Whole Curriculum subject knowledge and skills to A-Level • Dealing effectively with complaints and underperformance. • Coaching skills • Proven outstanding teacher (either in mainstream or special education) • An ability to identify external commercial opportunities and sponsorships to develop the profile and finances MAT. 	<ul style="list-style-type: none"> • Application Form • References • Interview
Specialist knowledge	<p>The successful candidate will have a comprehensive understanding of:</p> <ul style="list-style-type: none"> • the barriers to learning and inclusion experienced by children and young people with SEMH/SLCN and education providers and strategies that contribute to their resolution 	<ul style="list-style-type: none"> • Knowledge of administrative procedures and HR. • Practical understanding of the range of behaviour that SEN pupils present. • Detailed knowledge of the curriculum and assessment processes and how to get the most useful information from 	<ul style="list-style-type: none"> • Application Form • References • Interview

Category	Essential	Desirable	Where identified
	<ul style="list-style-type: none"> • the impact of social factors on achievement and outcomes and ways to improve them • the SEND framework (including EHCPs) and the Code of Practice • the legislative framework in terms of alternative education, APs and SEND • inclusion in education including alternative education and the law around pupil exclusions from school • legislative awareness of how a Multi-Academy Trust operates and is held accountable. 	<p>key data in relation to developing practices.</p> <ul style="list-style-type: none"> • Considerable knowledge of factors impacting on child development, their ability to build positive relationships and to aspire, including a sound understanding of Trauma Informed practices and how to embed them across a school/provision. 	
Personal attributes	<p>The successful candidate will have proven and demonstrable:</p> <ul style="list-style-type: none"> • ability to build strong relationships with parents and carers, children, staff, Academy/School, local authority and key partners • commitment to meeting the holistic needs of children • ability to demonstrate enthusiasm and sensitivity whilst working with others • ability to initiate, lead and manage change • to maintain a good sense of humour and the ability to lift colleagues during challenging times • creative and flexible approaches to improve and develop practices • ability to effectively sustain a healthy work/life balance • a personal philosophy on education which is in line with the Learn@ MAT motto: 'All different, All equal, All achieving together.' 	<ul style="list-style-type: none"> • Flexibility and adaptability in order to be able to mix and work with a wide range of people. • Ability not to take themselves too seriously and respond appropriately and flexibly to all kinds of challenges and situations. 	<ul style="list-style-type: none"> • Application Form • References • Interview

Explanatory Notes

Applications will only be accepted from candidates completing the appropriate Application Form. Please complete ALL Sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

Candidates should be aware that all posts in Notton House Academy involve a degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details. Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a Panel, who will match your skills/ experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements such as a current driving license including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of supporting positive behaviours.

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon: -

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- List 99 Check
- Satisfactory DBS Enhanced Disclosure
- Verification of professional status such as GTC registration, QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period.
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or ISA and/or other relevant investigating bodies.