

JOB DESCRIPTION

CHIEF EXECUTIVE OFFICER (TRUST LEADER)	
Grade:	20
Responsible to:	Board of Trustees
Responsible for:	Executive Team, All Headteachers
Key Relationships/ Liaison with:	All school leaders across the MAT, Embrace central team, trustees and local governing committees, key stakeholders and other agencies.

Core Purpose:	As the senior executive leader in the trust, to be the Accounting Officer for the MAT.
	Accountable to the Board of Trustees, the post holder will provide leadership and strategic direction in realising the key imperatives and culture of the Trust.
	Responsibility for the delivery of improvement against the DFE's Trust Quality Descriptors.
	This will include leadership of the executive and central team and the Headteachers across the Trust.
	The Trust Leader will be an outstanding strategic and system leader who is able to realise and continue evolving the vision, values and ethos of Embrace MAT and who will inspire and empower others to share in achieving it.
	The Trust Leader will develop and establish partnerships with other local trusts, the local authority and other relevant stakeholders, to provide the best possible, shared provision in and beyond the MAT.
	The Trust Leader will be accountable and take responsibility for the performance of all schools within the MAT. The post holder will be a driven leader with wide experience in leadership who will be committed to creating the optimum educational opportunities for all students across the MAT.
	The Trust Leader will drive a vision and culture that bridges the gap between academic education and life skills, creating a holistic approach to optimizing pupil outcomes. This includes fostering life skills such as resilience, adaptability, financial literacy, digital competency, people skills, problem-solving, and global citizenship. The Trust Leader will ensure that pupils are provided with optimum educational opportunities, enabling them to thrive in a rapidly changing world and become well-rounded individuals prepared for future challenges.

General	
1.	Act as an ambassador of the trust, inspiring and empowering others, whilst maintaining a high standard of personal integrity and professional conduct.
2.	Work with trustees, local governing committees (LGCs) and staff in member schools to define and deliver the trust's vision, aims and objectives through inspirational and motivational leadership, clear strategic direction, high standards and measurable targets.
3.	Set out how the trust and its constituent academies will move forward towards the trust's strategic goals each year.
4.	Support trustees to agree delegations to the LGCs and headteachers of the member academies for their day-to-day operations, while agreeing with headteachers which matters are most effectively operated centrally by the MAT.
5.	Ensure compliance, regularity, propriety and value for money for the MAT taking on the formal role of "Accounting Officer" for the trust.

6.	Maintain an accurate overview of the management of all issues within each of the MAT's schools, providing assistance to the trustees, headteachers and LGC of each school.
7.	Uphold high personal standards and ethical behaviour through leadership and example, including good professional practices and business control systems.
8.	Be responsible for assessing the development, progress and attainment of all pupils across the trust and for reporting to all stakeholders upon the development, progress and attainment of all pupils.
Leadership, Strategy and Ethos	
9.	Uphold the vision and values of the trust, and drive the ethos, development and success of the MAT in collaboration with the trustees, with a focus on delivering the agreed strategy and overseeing all operations of the trust.
10.	Ensure the MAT's strategic plan is implemented to the greatest possible extent, and that this ensures the best possible performance of the MAT, with emphasis on informing and supporting the trust board's setting of the trust's vision and strategy.
11.	Ensure the MAT acts in compliance with relevant legislation and guidance at all times.
12.	Provide dynamic, consistent and motivational leadership, recognising the unique structure and needs of each individual school.
13.	Ensure that there are high levels of effective communication across the MAT, so that all members of staff receive relevant information to carry out their professional duties.
14.	Responsible for developing relationships with the trust board and ensuring efficient governance, including regular meetings with the chair and ensuring clear processes for formulating and endorsing strategy.
15.	Help create workable structures and systems for the MAT and evaluate their effectiveness in delivering pupil progress in relation to teacher views, assessments and national data.
16.	Ensure that the assessment and progress measures within every school are accurate and consistent, with a clear, collectively agreed approach that staff understand.
17.	Meet with and lead the team of headteachers and other senior leaders across the trust to deliver a collective and consistent strategy, determining the best means of delivery
18.	Manage change and risk across the MAT, mitigating risk where necessary.
19.	Responsible for assessing the development, progress and attainment of all pupils across the trust and reporting on that to relevant stakeholders.
20.	Responsible for articulating a clear narrative for the MAT's direction and development, with a focus on establishing an 'employer of choice' culture, a commitment to talent management, sustainable workload, and other key employment benefits.
Performance Management and Progression	
21.	Oversee performance management practices to ensure all staff across the trust are motivated and enabled to carry out their respective roles to the highest standard.
22.	Take responsibility for the overall development and training of the trust's staff, ensuring they are given ample opportunities for their own CPD alongside statutory and whole-school training.
23.	Ensure there is a healthy and positive culture among staff of all levels, where opinions can be shared and concerns voiced – making sure appropriate measures are in place to allow this.
24.	Line manage headteachers, the Director of Education, Chief Finance Officer and any other relevant individuals, as appropriate.
25.	Review the progress of the MAT's schools, liaising with their LGCs, and acting as necessary to ensure that progress and improvement is delivered and maintained.
26.	Review the performance of each school, identifying common themes and, where necessary, using expertise and resources from each school to strengthen one another.
27.	Promote excellence in teaching and learning and ensure a continuous and consistent MAT wide focus on all pupils' achievement, ensuring quality curriculum, teaching, and assessment.
28.	Ensure there is a culture of support and advice across the MAT, where knowledge is shared for the benefit of pupils and staff.
29.	Help provide, alongside senior staff, career pathways and avenues of progression – particularly for junior members of staff.



30.	Oversee the building and development of an executive team of experts with responsibility for supporting improvement and addressing underperformance.
31.	Identify emerging talent and create systems for emerging leaders to have leadership roles across the MAT.
32.	Participate in training or a professional development programme that would increase knowledge and expertise and benefit the MAT.
Operational and Financial	
33.	Ensure, in collaboration with the CFO, that the MAT's resources are managed efficiently, ethically and professionally, and collaborate effectively with the DfE. This should include seeking to develop innovative strategies to optimise resources for maximum impact of Life Skills development.
34.	Work alongside the CFO and senior leadership team in developing and maintaining a strategic financial plan, including a five-year budget plan.
35.	Effectively relay information regarding the work of the executive team and trust operations to the trustees, ensuring important information is reported on and understood.
36.	Develop and implement clear and transparent mechanisms which inform parents and pupils about the curriculum, attainment and progress, as well as the contribution parents can make in supporting their child's learning and achieving the school's targets for improvement.
37.	Ensure school staff are given constructive feedback, including strengths and areas for development, following school visits.
38.	Help formulate and adapt a demanding yet appropriate curriculum and assessment systems that suit the needs and nature of the MAT's schools and pupils.
39.	Use national data and benchmarks to monitor progress across the MAT.
40.	Ensure that each school promotes an inclusive and supportive approach, so that every pupil feels motivated, welcomed, valued and secure.
41.	Ensure that special educational needs and disability (SEND) provision is of a high-quality and that every pupil's needs are met, with the appropriate allocation of staff and resources, to allow them to achieve their potential.
Accountability	
42.	Foster a MAT-wide ethos that upholds the highest standards of professionalism and diligence as an effective means of compliance with statutory legislation and guidance.
43.	Ensure all schools within the Trust adopt best practices in Life Skill development. Maintain transparency and accountability for effectiveness of Life Skills Programmes
44.	Ensure that the trust and its schools follow all relevant safeguarding regulation and advice, that each school has a designated safeguarding lead, and that safeguarding policy and practice enables the highest possible care towards all pupils, including the most vulnerable.
45.	Introduce, oversee and ensure the effectiveness of all MAT policies and procedures, ensuring confidentiality is maintained where appropriate.
46.	Ensure the trustees and all MAT staff are up-to-date, advised and trained on the latest education regulation, legislation and policy.
47.	Keep up to date with developments and news in the education sector through attending meetings, conferences and receiving regular updates.
48.	Ensure compliance with all legislative and statutory requirements for academies.
49.	Ensure all statutory policies are in place, fully implemented, up to date, and reviewed as necessary across the MAT
50.	Cooperate fully and transparently with external agencies and bodies, including Ofsted, to ensure the structure, management and performance of the MAT and each school is reflected accurately.
51.	Promote, both in everyday practice and explicitly, to the school and wider community, the MAT's commitment to safeguarding and the welfare of children and young people.
52.	Ensure procedures are in place for staff to report areas of concern and poor/unsafe practices, and that these are dealt with seriously and sensitively if required.
53.	Ensure there is absolute equality and fairness across the MAT, where hard work is recognised and rewarded – both for staff and pupils.

Communication, Liaison and Sponsorship	
54.	Liaise, alongside the CFO, with external regulators such as the DfE.
55.	Develop close and effective working relationships with key partners and stakeholders including particularly Leicester Diocesan Board of Education and Leicestershire LA.
56.	Support the work of the Leicester Diocesan Board of Education in promoting a Christian ethos in its church schools and where appropriate ensure that the trust is supporting other church schools in the diocese to develop and deliver their vision.
57.	Provide informative and good-quality reports of activities and performance to the board, and to stakeholders in accordance with requirements, ensuring the MAT's leadership team are up to date on latest developments and areas of strength/ weakness.
58.	Present a clear, accurate and comprehensive account of the MAT's performance to trustees, the local community, Ofsted, stakeholders and others concerned.
59.	Regular engagement with staff, stakeholders, and end-users to share and communicate a clear narrative for the organisation's direction, development, and growth.
60.	Develop strategies to support the sharing of facilities, resources, expertise and ideas that enable financial stability and well-being for the school communities.
61.	Seek to identify key agencies, individuals and groups that could enhance the work of the trust, and if possible secure their partnership for the benefit of the trust.
62.	Where necessary, proactively coordinate efforts to grow the MAT by incorporating additional schools – in line with any pre-agreed strategies for increasing outreach and size of the trust.
63.	If a school is incorporated into the MAT, direct and manage the due diligence process, ensuring that appropriate and timely project management is in place to achieve a smooth transition.
64.	Develop and coordinate partnership work; maintaining open, transparent and constructive relationships between parents, the local community, LAs, health and social care, etc., particularly in relation to vulnerable pupils or those with SEND.
Safeguarding	
65.	The Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. It is a condition of employment that all staff are trained to an appropriate level to meet their safeguarding responsibilities. Appointment to this post is subject to an enhanced Disclosure and Barring Check (DBS) and background checks.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply:

- a) The nature of the work will involve the postholder carrying out work outside of normal working hours.
- b) The postholder will be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by their own training needs and the needs of the service.
- c) Expenses will be paid in accordance with the Local Conditions of Service.
- d) This post is subject to an Enhanced DBS check regarding any previous criminal record.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Embrace Multi Academy Trust and the academies which form part of that seek to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.



PERSON SPECIFICATION

CHIEF EXECUTIVE OFFICER (TRUST LEADER) Grade 20	
	Essential
Qualifications / Experience:	
• At least Degree educated.	✓
• Completion of relevant postgraduate qualifications.	✓
• Evidence of a past commitment and ongoing commitment to learning and continuous professional development relatable to education and leadership.	✓
• Hold QTS (although appointment is on support staff T&Cs).	✓
• Achieved NPQEL or commitment to study for that.	✓
• Substantial experience of managing and working in a large educational organisation.	✓
• Experience of managing finances at a senior level	✓
• Experience of working in and creating an inclusive environment where everyone is valued.	✓
• Tangible experience demonstrating highly effective management of multiple resources across various timeframes and financial bands.	✓
• Successfully held a senior position within an educational setting.	✓
• Demonstrable experience of developing a strong team culture with senior leaders and fostering a positive work ethos.	✓
• Experience of working with and successfully developing strong relationships with stakeholders.	✓
• Tangible experience of using assessment data to inform decision-making.	✓
• Experience of being a DSL/DDSL and leading a culture of safeguarding across a school or group of schools.	✓
• Experience of working in, or closely with, a sector other than education.	✓
Thinking Ability:	
• Ability to see the bigger picture and context within which MATs operate and understand how to act positively. A strategic thinker with an understanding of global and technological shifts which may contribute to Life Skills initiatives.	✓
• A strategic thinker who can analyse and process complex information and data quickly and rigorously in order to make effective decisions.	✓
• Ability to think analytically to undertake complex tasks in a systematic way.	✓
• Ability to think creatively and imaginatively to solve problems and identify opportunities.	✓
• Ability to articulate and defend a clear vision for the future.	✓
• Ability to demonstrate having planned appropriately for the future success for the MAT.	✓
Personal Effectiveness:	
• Visible and approachable, empathetic and effective in engaging with children, staff, parents and the wider community.	✓
• Ability to be resilient and robust whilst also showing compassion in dealing with issues and remaining calm under pressure.	✓
• Natural networker able to engage effectively with the wider community.	✓
• Ability to demonstrate sound judgement and prioritise issues/risks effectively.	✓
• Can negotiate and consult effectively with the capacity to influence others.	✓
• Ability to inspire high levels of performance in children and staff.	✓
• High levels of personal organisation with excellent time management.	✓



• Ability to make clear and transparent decisions about the direction of the MAT.	✓
• Ability to develop and maintain a collaborative ethos between schools and senior staff in the MAT.	✓
Interpersonal Relationships:	
• Demonstrates a variety of leadership styles and management approaches according to context.	✓
• Ability to establish positive and productive working relationships with a wide range of stakeholder at all levels.	✓
• Effectively engage and communicate at all levels, including listening to and inspiring children, staff, parents and the wider community, as well as having a personal presence.	✓
• Shows concerns for impact – identifies the most important concerns and issues of others – modifies own behaviour to achieve the required outcomes.	✓
• Goes out of the way to establish contacts and use the relationships to achieve business objectives.	✓
• Ability to bring presence and gravitas to the role whilst remaining approachable and professional at all times.	✓
Other Requirements:	
• Ability to work flexibly, including any service specific hours	✓
• Ability to uphold and actively support the vision and mission of the Church of England for its church schools.	✓
• Demonstrate a firm commitment to the concept of multi academy trusts and a desire to see the trust flourish and expand in a sustainable manner.	✓
• Applicants must not be disqualified from being involved in the management and governance of schools.	✓
• Ability to travel across the trust school sites as required for the role or needs of the trust and schools.	✓
Factors not already covered:	
• Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.	✓