Location: **Suffolk/Cambridgeshire**

Start Date: **September 2024**
or sooner subject to appointee's availability

Director of Education
Candidate Pack

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Active Learning Trust

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 am building a team of 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
CEO

About The Active Learning Trust

The Active Learning Trust is a large multi-academy Trust that has grown steadily over time. ALT has effectively established a strong clear ethos, vision and values across all its schools.

- We know our schools exceptionally well and there is honest refection 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.

Our Schools

- ALT currently comprises 19 schools. We have schools in Cambridgeshire and schools in Suffolk.
- The Trust has two special, two secondary, one all-through and 14 primary schools, including an infant school.
- One special school, one secondary school and four primaries are academy converters. The remaining 13 schools are sponsor led academies.
- The Trust was initially established with one school in April 2013 and since then has gradually expanded over time.
- The primary schools vary in size from around 70 to 650 pupils. The secondary schools vary in size from 950 to around 1400 pupils in our largest school site.

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 linewith 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.

Our Key Values

- We are always open and honest in our communication and welcome feedback.
- We always do what we say we will do.
- We will strive for excellence and quality in everything we do.
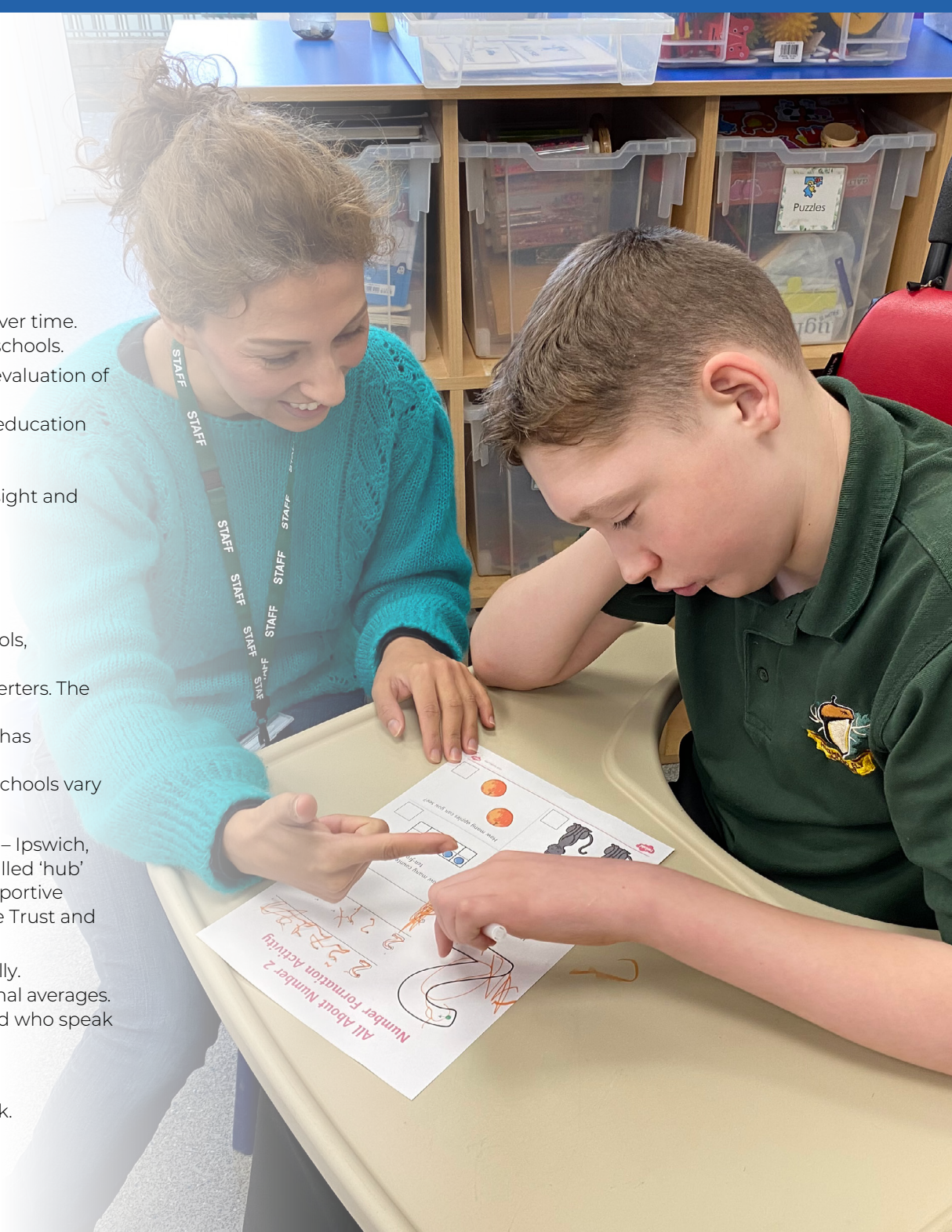
About The Active Learning Trust *continued*

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.
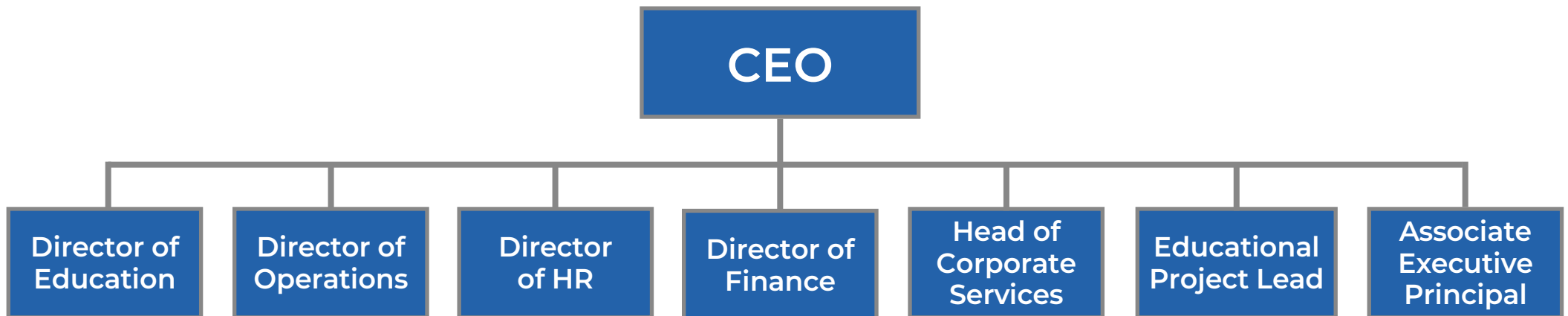
ALT Institute of **Teaching** and **Leadership**

Active Learning Trust – Executive Leadership Structure

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Reporting to
Chief Executive Officer (CEO)

Salary
Competitive

Overall Purpose of the Post
- To be a key member of the Executive Leadership team of the Trust, operating with the team to the lead the team on projects across the trust.
- To work with Trustees and Governance professionals to enable them to fulfil their duties of accountability and support.
- To develop and continuously improve a trust model for school improvement that offers support, challenge and accountability to all of our academies.
- To provide inspirational, strategic and professional leadership of school improvement across the Trust.
- To work in partnership with the CEO in order to secure outstanding education provision for all of the Trust academies.
- To provide leadership and management for educational matters for the Trust and its individual academies.
- Be an effective ambassador for the Trust, taking a leading role in identifying further opportunities for the benefit of all Trust academies.
- Develop an academy improvement strategy that enables all academies to be outstanding in all areas over time.

Key Purpose
Key accountabilities:
- To contribute to the achievement of the Trust's strategic aims by providing ethical, dynamic and professional leadership, providing a strong example of principled and ethnical leadership at all times
- To model our vision and values in everyday work.
- To lead all aspects of academy improvement across our academies.
- To ensure the Board are equipped with all necessary academy performance information to enable them to carry out their statutory duties.

Shaping the Future –
Trust-wide Direction and Development
Key areas of responsibility:
- Ensure the vision for each academy is aligned with the Trust vision
- Develop strategies for improving education across the Trust, ensuring that they are implemented effectively by Principals and LGB's.

Job Description
Director of Education

Job Description *continued*

- In partnership with the CEO support Principals and Headteachers to translate strategies into agreed objectives and operational plans which will promote and sustain academy improvement.
- Seek out the best talent within the trust and share the identified good practice across the academies.
- Take responsibility for the Trust's leadership development programme.
- Develop Trust-wide succession planning, talent spotting and continuous professional development programmes, investing in our staff to enhance the quality of provision across the Trust.
- Motivate, coach and mentor senior and middle leaders to ensure they promote a shared culture and positive climate for all.
- Ensure that Trust-wide planning takes account of the diversity, values and experience of every academy and its wider community
- Contribute to the development of Trust policies and procedures.
- Work with target academies to ensure they are 'Ofsted-ready' and that self- evaluation is rooted in sound evidence of impact.
- Support any due diligence activity prior to conversion of potential joiner-schools.

Leadership of Education

- Design and develop a collaborative leadership model, ensuring clear alignment and collaboration across the academies in the Trust whilst rigorously monitoring progress against the actions required to meet them.
- Develop Trust-wide networks and a shared culture that enables staff at all levels to work collaboratively, develop joint practice, celebrate success and accept responsibility for outcomes.
- Develop strategies to manage staff workload and to enhance staff well-being.
- Foster an ethos of challenge and support in which all students can achieve success and be fully engaged in their own learning.
- Encourage and promote innovation in educational provision through enquiry- led practice, ensuring that the academies can meet changing needs and demands consistent with government guidelines and requirements.
- Provide outstanding and collaborative leadership with the ability to forge positive relationships; both internal and external to the Trust in order to promote success and to have high expectations for children of all ages.
- Develop the reputation of the academies and Trust locally, regionally and nationally.

Job Description *continued*

- In partnership with the CEO, ensure that high quality provision is available to all students regardless of race religion, sexual orientation, gender, disability, economic background or special educational needs.
- In partnership with the CEO respond speedily to address underperformance in any of the Trust academies.
- Further develop Trust-wide systems to support teaching and learning.
- Develop and refine efficient and informative reporting of academies' performance, appropriate for the different audiences which require information.

Growth and Development of the Trust

- Actively seek and engage in the appraisal of opportunities to expand the number of academies within the Trust and to make recommendations to the Trust CEO as to the suitability of such opportunities.
- Evaluate the implications of potential incoming academies and successfully incorporate them into the Trust.
- Identify further income generation opportunities for individual academies and for the Trust in general.
- In partnership with the CEO provide education support to new academies and academies joining the Trust in the area.
- Ensure effective relationships are maintained with key local partners including approved education partners for the Trust, local authorities, higher education establishments, Ofsted and the Regional Commissioner.

Other Educational and Operational Matters

- Maintain leading edge knowledge and understanding of effective academy/academy improvement, with a focus on assessment, tracing and effective data analysis.

Other Responsibilities

- To comply with and assist with the development of policies and procedures relating to curriculum, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To be aware of and support difference and ensure equal opportunities for all.
- To contribute to the overall ethos, vision, and aims of the Trust.
  The current main duties and responsibilities of this post are outlined in this job description. The list is not intended to be exhaustive. The need for flexibility, shared accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's banding and whenever reasonably instructed.

Person Specification

E = Essential criteria, D = Desirable criteria

	Essential	Desirable
QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE		
Qualified Teacher Status	x	
Degree (or equivalent)	x	
Evidence of further professional learning	x	
Higher degree/masters or post graduate curriculum or leadership and management qualification	x	
EXPERIENCE		
Experience of supporting and challenging other Heads/Principals and evidence of this having a positive impact on outcomes for students	x	
Substantial successful experience as a Principal, Director of Education or equivalent role within an educational setting	x	
Evidence of a range of different leadership and management roles and successful experience of working as part of a senior leadership team at a strategic level	x	
Evidence of effective management and monitoring of financial resources	x	
A proven track record of making a significant positive impact on the development and improvement of a number of academies	x	
Evidence of the implementation of successful strategies used to raise student progression, achievement and attainment	x	
Evidence of the use of data to establish benchmarks, set targets for improvement and evidence of improved outcomes	x	
Evidence of working at a national level with a range of stakeholders		x
Evidence of promoting effective relationships between staff, students, employers, Governors, parents, multi-agency partners and wider community	x	
Experience of leadership in more than one academy	x	
ABILITIES, SKILLS AND KNOWLEDGE		
A clear understanding of what constitutes good practice in delivering inclusive education	x	
Knowledge of strategies to achieve effective learning, teaching, assessment and engagement of students including the use of new technologies	x	
Knowledge of local and national policies, priorities and statutory frameworks	x	
Evidence of knowledge and understanding of risk management	x	
Evidence of knowledge and understanding of safeguarding issues	x	
Knowledge of the role of Trustees and external stakeholders (RSC, Ofsted, DfE etc)	x	
Ability to command confidence and credibility	x	
Understanding and experience of the use of Performance Management to ensure accountability in a academy	x	
High standards of integrity and a positive role model for students and staff	x	
An ability to challenge and motivate others to create high performing teamwork and a forward thinking organisation committed to improvement where all members are valued	x	
Excellent oral and written communication with a wide variety of audiences across professional and social boundaries	x	
Evidence of rigorously monitoring, evaluating and reviewing performance and holding staff to account across all areas of academy performance	x	
The ability to initiate and manage change effectively	x	
PERSONAL QUALITIES		
A strong commitment to the Trust values and ethos	x	
Commitment to support the Trust's agenda for safeguarding and equality and diversity	x	
A flexible approach and a strong work ethic	x	
Resilience, reliability and integrity	x	

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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: **Noon, Monday 29th January 2024** • Interviews: **Monday 5th February 2024**

Cromwell Community College
Wenny Road, Chatteris, PE16 6UU

Safer Recruitment

The Active Learning Trust is committed to Safeguarding and protecting the welfare of children and vulnerable adults. We are committed to fair and robust recruitment and selection procedures Safer recruitment practice aims to minimise the risk of appointing individuals who are unsuitable to work in a post where they will be in contact with children or vulnerable adults and could cause them harm. Our selection processes observe best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants whilst excluding any who may be unsuitable to work with our children. Appointment is conditional on a satisfactory enhanced DBS check and other checks required in line with Keeping Children Safe in Education 2023. The Active Learning Trust is a flexible employer and welcomes applications based on mutually agreed flexible working patters or less than full time employment. We are committed to equal employment opportunities regardless of age, sexual orientation, gender, pregnancy, religion, nationality, ethnic origin, disability, medical history, skin colour, marital status or parental status. We base all our employment decisions on merit, job requirements and business needsAppointment to this post will require significant and regular regional travel across all Trust schools as an essential car user.