



Creating aspirations and enabling achievement

Chief Executive Officer Information Pack



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Creating aspirations and enabling achievement

Dear Candidate,

Thank you for your interest in becoming the Chief Executive Officer (CEO) for The Aspire Learning Trust, Whittlesey. This is an exciting time for the Trust as we look to appoint an inspirational leader to take over from the current CEO who is retiring at the end of the academic year.

Our young and successful Multi Academy Trust currently consists of three schools that serve the Fenland market town of Whittlesey and adjoining villages. We are at an exciting stage of our journey and this post represents a unique opportunity for a new CEO to shape and lead our continued growth.

We are looking for an exceptional candidate who shares our vision of providing an outstanding education to the children in our local community. They will be able to knowledgeably support and steer our committed Board of Trustees through the next stages of our development.

The right person will have a track record of improving attainment in their field of work, a clear understanding of the current education landscape and experience of working closely with key government departments, regulators and local communities alike.

They will bring a mix of educational insight, financial literacy, a grasp of complex governance arrangements and credibility with all stakeholders. Most of all they will have an unswerving determination to be a leader of and ambassador for the Trust.

If you feel you have the skills, experience and abilities we need and feel that you could become the new CEO of our Trust then we would welcome your application.

Yours faithfully

Mr John King
Chair of the Board of Trustees



Background

About Whittlesey

Whittlesey is a growing town that lies on the western edge of the Fens. It has the character of a typical fen town but is in its own way, quite unique.

The town is part of the Fenland district of Cambridgeshire County Council which has been predicted to grow in population by 21% between 2009 and 2031. Whittlesey itself had a population of 16,000 in the 2011 census and is in many ways closely linked with Peterborough, which lies only 6 miles to the west.

Whittlesey began life as a typical fen market town supporting the local farming community but has proven in modern times to be a magnet to newcomers who have been attracted by its reasonable house prices, closeness to the transport hub, employment opportunities in Peterborough and beyond and a good community spirit.



Whittlesey Town Square

History of the Trust

The Aspire Learning Trust was created on the 1st July 2016 by the joining of the Whittlesey Learning Trust, which governed Park Lane Primary and Nursery School and New Road Primary School, with the Sir Harry Smith Academy Trust which itself came into being in 2012 to support the secondary school, Sir Harry Smith Community College (the 'College').

The Trust has a turnover this year of c£9,000,000 with over 1650 pupils and has seen significant improvements in outcomes for children across all our schools, due to the establishment of a team of experienced teachers alongside a strong central leadership team.

The CEO for the Trust reports to, and is supported by the Chair and Board of Trustees, who work with the Local Governing Bodies in each of the Schools to create happy and enjoyable places of learning where all students are valued and encouraged to reach their full potential.

The catchment area for the Trust's schools is mainly the town of Whittlesey but also includes the neighbouring villages of Coates, Eastrea, Pondersbridge, Ramsey St Mary's and Turves, with over 98% of the local children attending the College for their secondary education.

Two other local schools Alderman Jacobs Primary School and Coates Primary School also feed into the College. The College is oversubscribed and takes approximately 20 children per year from out of local catchment schools. Park Lane is oversubscribed for reception and New Road's PAN has just increased to 30, with 17 children in reception.

The College and Park Lane were both judged 'Good' at their latest Ofsted inspections in November 2018 and February 2019 respectively. Park Lane had previously been judged as 'Requires Improvement' by the inspectors in 2016 and so the Trust is delighted that the latest inspection recognised the significant work undertaken with the school.

New Road had been placed in 'Special Measures' following their inspection in September 2015 and had improved to 'Requires Improvement' at its last inspection in December 2017.

New Road had a monitoring visit in September 2019 and we are encouraged that Ofsted found that,

"Senior leaders and the Aspire Learning Trust are taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order for the school to become good."

The school is now judged to be 'Good' through the Trust's own self-evaluation and we are waiting for the next scheduled section 5 Ofsted Inspection during the 2019-20 academic year.

The Future

The Trustees appreciate the many achievements made since the formation of the Trust and are keen to see more progress in achieving the Trust's vision and values in the next few years. The Trust believes it has reached an exciting point where there are great opportunities available for further development and growth.

Our aspiration is to raise the standards in each of our schools to 'Outstanding' as judged by Ofsted and to provide the best possible educational experience and life chances for all of our pupils. As part of this the Trust would like to explore ways that we can link more closely with all the schools in the surrounding area.

The Trust also needs to continue to plan to accommodate extra children with the forecasted growth in the population of the town and surrounding areas and large numbers of homes already being built.

These plans are very much underway especially at the primary level where Cambridgeshire County Council, who are responsible for providing sufficient places in the local schools, have decided to expand New Road up to a full two-form entry primary and nursery school. This has resulted in a £5m building expansion programme at New Road which is due to be completed in the Spring of 2020 ready to take the increase in numbers of children.



Topping Out Ceremony for the New Road Primary and Nursery School Extension

This expansion of the numbers of children in the town will also affect the numbers of students attending the College, which will need to increase to a seven-form entry. This will also require additional accommodation to be provided. We are already seeing an increase in student applications at the College and discussions have commenced with the Local Authority to enhance the facilities already available to cope with the expected increase in numbers.

Each of the Trust's schools have benefited from CIF grants and other investments in building infrastructure in the last few years with detail provided in section: Additional Information.



Sir Harry Smith Community College

Vision, Mission and Aims

Our overriding aim is to deliver excellent educational achievement across all our primary and secondary schools and to grow the Trust to cater for the educational needs of all the children in our locality.

Our vision is to continually improve the standards of attainment and progress in all our schools through excellent teaching and learning, strong leadership and Governance, supported by a strong and viable Trust infrastructure.

Our mission statement has recently been re-affirmed by the Members, Trustees and Governors as:

“Aspire Learning Trust strives to provide outstanding all-round education and care for the children in our community, from nursery through to sixth form. Our schools work together to help every child achieve their full potential, to prepare them for their next educational steps, to teach them kindness and respect for all, and to equip them to play a full and satisfying role in society.”

Job Description

The role of the Chief Executive Officer is to:

1. Develop high motivation and aspirations for all students so they attain the highest possible levels of achievement and best outcome from their experience at the Aspire Learning Trust.
2. Motivate, satisfy and inspire staff at all levels to deliver their highest levels of performance and to provide an environment in which they will develop.
3. Oversee operations through an executive team to identify and exploit opportunities that will improve the educational performance of the schools within the Trust.
4. Work effectively with businesses, educational institutions, the community and other organisations and aim to meet the needs of the community.
5. Foster and maintain a clear vision for the future of the Aspire Learning Trust that reflects its educational mission and, where practicable, to widen the opportunities for such experience in the community.

Ensure that the Aspire Learning Trust meets the provisions of its Strategic Plan and assist the Board to maintain it in an up to date and relevant manner.

ACTIONS/OUTCOMES:

1. To implement and deliver the strategic and operational plans agreed by the Board.
2. To lead the strategic planning processes within the framework set by the Board and assist and advise the Board in the determination of the educational character, vision and purpose.
3. To ensure that the corporate mission and strategic direction of Aspire Learning Trust is clear, understood and embraced by staff, students, employers and the wider community.
4. To continuously evaluate and review the provisions of the Strategic Plan feeding back to the Chair and the Board matters that require qualification, change or update.
5. To help the Board ensure that the Strategic Plan raises standards by setting clear and realistic strategies, plans and targets.
6. To assist the Board to understand the strengths and weaknesses of Aspire Learning Trust through its appropriate involvement in the self-assessment process.

Guide and support Senior Leaders to develop high motivation and aspirations for all students so that they attain the highest possible levels of achievement and the best outcome from their experience at the Aspire Learning Trust.

ACTIONS/OUTCOMES:

1. To focus efforts on raising the quality of education to generate year on year improvements in results.
2. To ensure the range of courses delivered are directed towards raising skills levels.
3. To ensure the curriculum is innovative, inspiring and entrepreneurial and prepares students to succeed and progress.
4. To empower students to be pro-active participants in their learning and to use student feedback to support quality improvement.
5. To ensure that the curriculum meets statutory requirements, the needs of the communities and the educational vision of the Trust.
6. To ensure the learning, pastoral and social environment for all students is one of high standards of behaviour, respect, safety and non-discriminatory.
7. To ensure that processes are in place to guarantee the quality of teaching, learning and assessments are rigorous and provide a robust basis for improvement.
8. To ensure that the Aspire Learning Trust is well placed to meet the requirements of quality agencies such as OFSTED, ESFA, Quality Assurance Agency, British Council and other relevant agencies.

Motivate, satisfy and inspire staff at all levels to deliver their highest levels of performance and to provide an environment in which they will develop.

ACTIONS/OUTCOMES:

Work with Senior Leaders in all constituent schools;

1. To inspire staff to perform to the highest levels of their ability and ensure that teaching staff demonstrate high ambitions for their students.
2. To train, support and empower staff so that decisions are appropriately delegated down to the lowest practicable and prudent level possible.
3. To ensure that staff are properly qualified, motivated and encouraged to obtain the best possible results from students.

4. To ensure that demanding targets are set and achieved throughout the organisation, where quality and performance are monitored rigorously.
5. To empower staff to be pro-active participants in their development and to use their feedback to support quality improvement.
6. To ensure that staff communication is of a high standard.
7. To undertake and publish a consistent, measured programme of staff surveys and to act positively as a result of the information it imparts.
8. To ensure the physical, employment and social environment for all staff is one of high standards of behaviour, respect, safety and fairness.

To oversee operations through an executive team, to identify and exploit opportunities that will improve educational performance and student achievement.

ACTIONS/OUTCOMES:

1. Ensure that Board decisions are implemented as agreed.
2. Lead and guide the Executive Team.
3. Provide positive, encouraging and purposeful leadership.
4. Inspire staff to improve their contribution towards the achievement of aims and objectives.
5. Ensure that the Aspire Learning Trust adheres to its stated values and mission.
6. Ensure that internal communications within the Aspire Learning Trust are effective.
7. Ensure the effective management of student behaviour.
8. Ensure that the appointment, assignment, grading, appraisal, suspension, dismissal, and determination of staff are within the framework set by the Board.

To work effectively with local businesses, the community and other stake holding organisations, including, where appropriate, international and overseas.

ACTIONS/OUTCOMES

1. To enhance the development of the Aspire Learning Trust more generally within the community and the wider UK.
2. To encourage the development of mutually supportive partnerships and alliances with the local community, other education providers, professional bodies and government departments.

3. To develop close working relationships with appropriate employers, to understand and meet their needs and to understand their experience of services provided by the Aspire Learning Trust.
4. To widen participation and access to learning from disadvantaged groups.

To build effective partnerships and external relationships.

ACTIONS/OUTCOMES

1. Be an outstanding ambassador for the Aspire Learning Trust and ensure the Aspire Learning Trust is appropriately and effectively represented at local, regional and national level to represent and safeguard its interests, reputation and influence.
2. Seek out, foster and develop relationships and opportunities in business and the community.
3. Maintain and develop the Aspire Learning Trust partnerships with higher education institutions to meet the higher education needs of students.

Aspire Learning Trust's Accounting Officer.

ACTIONS/OUTCOMES:

1. To be accountable to the Board of Trustees, the Government Funding Agencies and to Parliament for the funding received for Aspire Learning Trust.
2. To oversee general financial management.
3. To ensure the continued solvency and good financial health of the Aspire Learning Trust.

To ensure that the Board receives the information in the way it needs to function effectively and to properly discharge its responsibilities.

ACTIONS/OUTCOMES:

1. To co-ordinate and oversee each function of the Executive Team, to ensure that it provides the Board with timely, accurate and relevant information, in both written and verbal reporting.
2. To put in place and maintain, control mechanisms to assure the quality of such processes, with robust checks and balances.
3. To ensure that the working relationship between the Board and the Executive Team are both effective and appropriate.

4. To support the Chairs of Trustees and Governors in any and all ways that might be required to discharge this responsibility and to meet as required with the Chair, Clerk to Trust/Governors and Vice Chair to discuss matters of importance.
5. The CEO will, at all times, operate within the parameters of the agreed Aspire Learning Trust Scheme of Delegation with a view to delivering appropriate strategies and actions designed to create an ethos of continual improvement, measured against performance indicators.

To ensure that the Aspire Learning Trust complies with its statutory and regulatory responsibilities, including: Health and Safety, Environmental, Child Protection and Safeguarding, Equality and Diversity, Companies House, Charities Commission and sustainability obligations.

ACTIONS/OUTCOMES:

1. Ensure that practices and procedures are in place and maintained for safeguarding staff, students, governors and the general public.
2. Promote health and wellbeing for staff and students.
3. Actively promote equality and diversity.
4. Actively promote sustainability.

Additional agreed duties:

1. To advise and guide in respect of Ofsted preparation of constituent Trust schools.

This job description was revised in September 2019. It will be reviewed as part of the Performance Management process.

The post holder's responsibility for promoting and safeguarding the welfare of children and young people for whom s/he comes into contact will be to adhere to and ensure compliance with the School's Safeguarding and Child Protection Policy Statement at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, s/he must report any concerns to his/her Line Manager or the School's Designated Child Protection Office.

Person Specification

Person Specification	Criteria
Safeguarding	
Commitment to safeguarding and promoting the welfare of children and young people.	E
Education and Qualifications	
Degree or equivalent	E
Qualified Teacher Status	E
Further, recognised professional qualification e.g. Masters Degree, NPQH, Business Management Degree in a relevant area	D
Experience	
Successful Headship or a significant role within a MAT, Local Authority or other education environment	E
Evidence of highly effective educational improvement within a comprehensive environment	E
Evidence of effective assessment and development of staff	E
Evidence of strategic financial planning and reviewing against clear milestones across a single institution	E
Evidence of building supportive and effective teams in a single institution	E
Successful CEO or Board experience in a MAT environment	D
Leading a school or schools to an 'Outstanding' OFSTED judgment	D
Evidence of challenging, developing and supporting people into Headship	D
Leadership of, or involvement in, financial planning for growth or reduction across a group of schools, a MAT or a LA	D
Building and leading supportive and effective teams across a more complex educational setting	D
Knowledge	
A comprehensive knowledge and understanding of the current OFSTED Inspection Framework	E
Detailed knowledge of National Data sets across all phases of education	E
Awareness of current educational developments	E
Thorough understanding of safeguarding issues and all current associated legislation	E

Person Specification	Criteria
Knowledge	
Knowledge of relevant Codes of Practice	E
Understanding of corporate governance structures	E
Working knowledge of the principles contained in the Academies Financial Handbook	E
HMI, trained OFSTED Inspector, leader of and/or member of Inspection Teams working in different phase schools	D
Awareness of Company & Charity Law as it relates to Academies and Trusts	D
Skills	
Ability to develop and maintain highly effective relationships with a wide range of stakeholders	E
Excellent and adaptable communication and interpersonal skills	E
Approachable leadership style	E
Demonstrate accurate analysis of documentation and data resulting in clear forward planning	E
Communicating a clear vision to a variety of audiences through a variety of mediums	E
Communicate effectively and appropriately to all stakeholders	E
Clear transparent decision maker	E
For each of the essential skills, evidence of application in a multi-faceted environment	D
Other	
Eternally optimistic with the all important sense of humour	E
Flexible approach, resilient under pressure	D

Criteria Key	
E	Essential
D	Desirable

Governance Structure

Trust Members: Tim Beebe (Chair), Jonathan Theobalds, Dave Barron, Ruth Dickens.

- Establish the Trust and set out the constitution, through signing its memorandum and Articles of Association.
- Receive reports on the finances and the strategy of the Trust from Trustees.
- Appoint and remove Trustees.

Board of Trustees

Trustees: John King (Chair), Sandy Donnachie, Tim Beebe, Jo Phillips, Jed Roberts, Jonathan Digby (CEO), Stephen Ackerman, Zoe Botterill, John Mullen.

- Set the strategic direction for the MAT and are accountable to the Secretary of State for the performance of the schools within it.
- Enter into master funding agreement and supplemental agreements with the DfE.
- Determine the structure of the MAT and its functions.
- Are accountable for the performance of schools within the MAT, but delegate aspects of their governance to LGBs via the Scheme of Delegation.
- Hold LGBs accountable for their functions.
- The CEO provides the professional leadership of the Trust.

**Trust Finance, HR and
Infrastructure Committee**

**Internal Scrutiny and
Risk Committee**



LGB

12 Governors:

Oversee different functions of schools within the Trust as shown in the Scheme of Delegation.
Support the work of the Board of Trustees through making decisions/making recommendations.



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Oversee different functions of schools within the Trust as shown in the Scheme of Delegation.
Support the work of the Board of Trustees through making decisions/making recommendations.

The governance of the Trust is described in the 'Governance Information Booklet', which was produced with the Scheme of Delegation at the formation of the Trust, and is reviewed each year. It is published on the Trust website.

The Role of the Trust Board

The Board comprises of local business and community members with good experience of both commercial life and the education system and is responsible for setting the Strategic Plan, regularly scrutinising it to ensure that the expected outcomes are met in the timeframe outlined in the plan, supporting and challenging the senior leadership where necessary. The role of the CEO is to report to the Board as to the progress towards outcomes and to indicate if any different priorities need to be addressed and to advise, support and direct the senior leadership team in each school. The KPIs for the individual schools will also be subject to scrutiny by the Board at each of the six meetings per year.

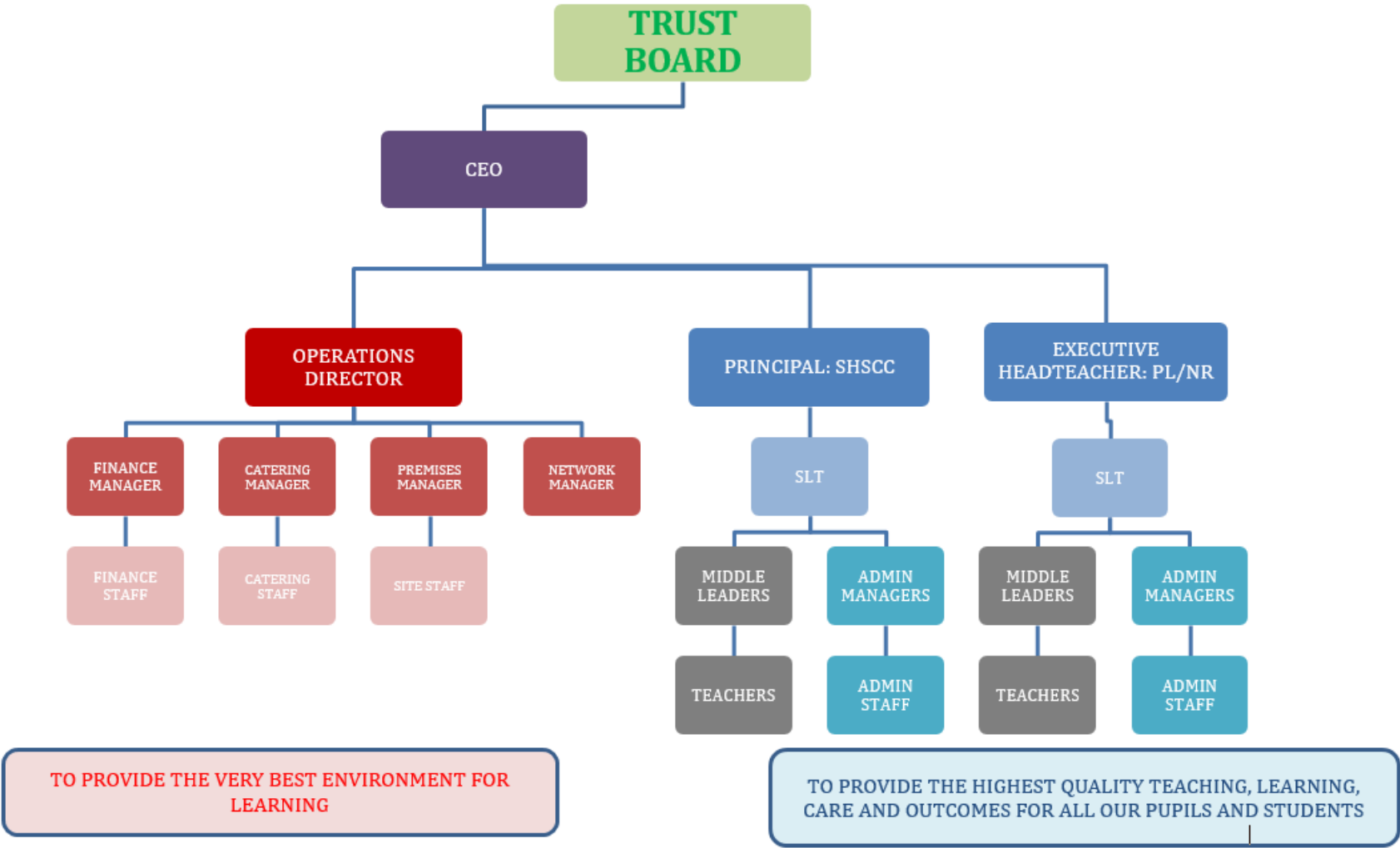
The Role of the Local Governing Body

The LGB is responsible for the scrutiny of the individual school plans and to know exactly how the school is performing, compared to the outcomes in the plan and nationally. Each school will have its own Self Evaluation document and School Improvement Plan and the CEO will hold the individual Headteachers to account for the KPIs for their school.

Strategic Outcomes: 2019-2022

- Improve the standard of pupil and student outcomes, including those with SEND and disadvantaged backgrounds, so that all areas from Early Years to Post 16 progress is judged as above average.
- All pupils and students receive a well-rounded education to allow them to be good citizens and valuable members of society.
- All schools in the Trust to be graded as 'Outstanding' by Ofsted.
- All schools' infrastructure inspires high quality learning.
- Continue to work towards incorporating all of the schools in the Whittlesey, Coates and surrounding area into the Trust.
- Ensure the infrastructure in all the schools can meet the need for growth in the future.
- The Trust is financially viable.
- Fully implement Trust support systems across all schools.
- Ensure that we have the best possible workforce, through high quality CPD in each school and by attracting the very best candidates to the schools.

Academy Trust Management Structure



Additional Information

What Ofsted have said about the Trust:

“Aspire Learning Trust and the external advisor provide effective support and rigorous challenge to school leaders.” Ofsted March 2017

“The new trust has taken decisive action to improve outcomes by strengthening governance, using high-quality support from an external adviser and sharing good practice between both primary schools in the trust.” Ofsted December 2017

“The new trust has also had a positive impact. Since taking over in July 2016 it has acted swiftly to improve governance. The chief executive officer attends all governing body meetings and is in school on a weekly basis. His drive and determination support the leadership well so there is a unified plan for how New Road School will continue to improve.” Ofsted December 2017

“Governance at trust level is strong. Effective systems for challenge and support have been put in place so that the school is being held accountable for the necessary improvements.” Ofsted December 2017

“The chief executive officer of the trust attends all local governing body meetings ensuring that governance at a local level is closely aligned with that of the trust. Governors bring a range of suitable expertise and experience to their roles. Governors appropriately oversee the executive Headteacher in the performance management of staff and contribute to the executive Headteacher’s own performance management.” Ofsted December 2017

“The governance of the school has been strengthened since July 2016. Roles and responsibilities are clearly defined with the governors at Park Lane School, focusing on raising the achievement of pupils and the quality of teaching, learning and assessment. The chief executive officer of the Aspire Learning Trust provides guidance and expertise so governors ask more challenging questions of school leaders.” Ofsted October 2016

“Governors actively monitor the work of the school. They have a clear understanding of its strengths and weaknesses. With support from the trust’s central staff, they have ensured that the priorities from the previous inspection have been addressed.” Ofsted February 2019

“Central staff from the Academy Trust have supported senior leaders and the local governing body. This has been effective in enhancing the quality of teaching and in improving outcomes, particularly in mathematics and writing.” Ofsted February 2019

“Governors have a good overview of the school and are ambitious for its future. With support from the chief executive officer of the academy trust they are effective in holding the executive Headteacher to account for school improvement.” Ofsted February 2019

What the Regional Schools Commissioner has said about the Trust:

“The Trust is a listening Trust.”

“The CEO and Trust Board have supported key developments, such as the investment in curriculum materials. “

“Both local governing bodies appear to have a good understanding of their roles and responsibilities in relation to the scheme of delegation. The leadership team and the chairs of the LGBs say that meetings are characterised by a good balance between challenge and support.”

“I am pleased to hear that both the LGB and the Board are working well together with a growing understanding of their roles and responsibilities and of the accountancy framework. I am pleased that the LGB and Board share the same vision.” Tim Coulson, Regional Schools Commissioner. May and June 2017.”

The Trust Schools

Recent Investments

In recent years, significant investment has been put into improving the buildings, infrastructure and fabric of our schools to ensure that the staff and children have a safe and welcoming environment within which to work and learn.

Sir Harry Smith Community College

The College has been expanded gradually over the years, but in 2013 a major expansion and refurbishment was undertaken as part of the Government Building Schools for the Future project that saw £10m spent on enlarging, modernising and refurbishing the existing buildings.

Cambridgeshire County Council began a programme of energy efficiency and energy generation projects in schools in 2014 by providing loans or managed service arrangements from its Local Energy Investment Fund. The aim was to help schools plan for the future, upgrade their energy assets and manage their energy bills. Sir Harry Smith Community College was chosen as a pilot project and worked with CCC and Bouygues Energies & Services UK Ltd to develop a scheme that included the installation of 90kW of solar panels, LED lighting, upgrades to existing boilers, building energy management systems across the site, renewal of heating system insulation and the installation of a Woodchip Biomass Boiler (a completely new technology for the site), which means the school saves 24 per cent on total gas consumption. As a direct result of the experience gained working on the project at the College, the two primary schools that are also part of the Aspire Trust have embarked on similar energy saving projects and the two other feeder primary schools have also instigated similar work.

Recent successful CIF bids for roofing and windows totalling £828,848 have enabled additional refurbishment works in areas not previously updated to be carried out.

New Road Nursery and Primary School

In 2017, The Trust entered into an agreement with CCC and Bouygues Energies & Services UK Ltd to carry out energy saving works at New Road. This work has included the installation of LED lighting throughout the school, the replacement of heating controls and the installation of an energy management system, new water heaters and installation of photovoltaic panels. This energy efficiency project has been implemented at a cost of over £77,000.

In 2017, the Local Authority selected New Road Primary School for expansion from a one-form entry to a two-form entry school. The project is now on site with an expected completion date of Spring 2020. The work includes some renovation of the existing classrooms and existing facilities, but did not extend to replacing the existing boilers that serve the existing school building. However, a recent successful CIF bid for new boilers amounting to £258,393 will allow the work to be carried out.

Park Lane Nursery and Primary School

Following the formation of the Aspire Learning Trust, significant investment has been made by the Trust to improve the buildings, infrastructure and fabric of the school. The Trust invested £61,000 in 2016/17 to refurbish all the teaching areas in the school. In South Wing, large areas were partitioned to create more practical teaching spaces, new storage facilities were created for the Early Years' provision and the sinks and other fixtures were replaced in five classrooms. In the main building nine classrooms were fully refurbished; the blackboards were removed, new display boards were fitted and the rooms decorated, changes were made to internal walls to open up or enclose specific areas to aid learning and redecoration took place throughout. New furniture was also provided throughout the school.

The Trust worked with CCC and Bouygues Energies & Services UK Ltd over the period 2017 – 2018 to implement the energy saving project through which new LED lighting was installed throughout the school, the water heating systems and heating controls were replaced at a cost of £90,000.

The recent successful CIF bid for fire safety, amounting to £325,636, has enabled the internal fire doors and screens to be replaced.



Park Lane pupils at the beach

How to Apply

Candidates are invited to submit a completed application form and a letter of application, no longer than two sides of A4 (minimum point 10 font), addressing the following question:

'Aspire Learning Trust is a small, successful and ambitious cross-phase Trust. What lies ahead for us under your leadership?'

Completed applications should be sent to:

applications@sirharrysmith.cambs.sch.uk

All applications received will be acknowledged by email.

Potential applicants are welcome to visit the Trust prior to the application deadline and spend some time with the current CEO, Jonathan Digby. Please contact Clair Meadows on 01733 703991 to arrange a date and time.

Closing date for all applications:	Thursday, 9 th January 2020, 12 noon
Shortlisting:	Friday, 17 th January 2020
Interviews:	Thursday, 30 th & Friday, 31 st January 2020

Applicants are thanked for their interest in the Aspire Learning Trust and all applicants will be contacted after shortlisting.