The Charter Schools Educational Trust

(TCSET)

Chief Executive Officer

Job Description

In addition to the General Professional duties set out in the School Teachers’ Pay and Conditions Document the following duties are attached to the post of Chief Executive Officer (CEO).

**Main objectives of the post**

Working with the Trustees and the Head Teachers (HTs) the CEO is responsible for the delivery of the Trust vision for a cross-phase Trust that is a beacon of inclusive educational excellence contributing to school improvement within and beyond the Trust schools.

The CEO will provide leadership and direction for the continuing improvement of the schools within TCSET and ensure the growth of the Trust both in terms of the number of schools in the Trust and in the influence and involvement in leading the educational provision. The CEO will build Trust level systems and alignment to ensure the effective delivery of the Trust mission in all schools with regard to their context and identity.

The CEO is responsible for ensuring a highly effective Trust by:

* Leading and developing the Trust organisation to provide support for School Improvement and sustainability for all schools within the Trust
* Delivering the vision, mission and values statement
* Growing the Trust to realise Trustees’ vision for a sustainable, cross-phase group of schools working together to achieve inclusive excellence within their communities
* Ensuring all policies and procedures are devised and implemented around best practice for all TCSET Schools
* Supporting the development and aspiration of the Trust to be a centre of excellence for research and development
* Driving and ensuring alignment around best practice across the Trust to enhance the Trust’s offer to pupils and staff
* Maintaining and raising standards
* Ensuring equality of opportunities for all. Creating a climate of opportunities where all pupils and staff can flourish, regardless of background.
* Ensuring that resources are effectively used, in conjunction with the strategic plan, which ensure probity and deliver excellent outcomes for our pupils.
* Ensuring all relevant legislation is complied with
* Ensuring financial regulations are met and value for money secured
* Performance Management of Head Teachers and senior trust wide support staff
* Setting all school budgets with the Head Teachers and the Chief Financial Officer
* Promoting TCSET at regional and national level
* Being the Accounting Officer for the Trust
* Maximising the opportunities and benefits of being a cross-phase Trust focused on the development and education of the whole child from 3-18

**Qualities and knowledge**

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve
2. Have a commitment to and the skills to be a system leader able to work with school leaders within and beyond the Trust across all phases and organisations.
3. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, trustees, governors and members of the local community
4. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them. To provide motivational and inspirational leadership at all levels of the organisation
5. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development
6. Work with political and financial astuteness, within a clear set of principles centred on the Trust’s vision, ably translating local and national policy into the Trust’s context
7. Communicate compellingly the Trust’s vision and drive the strategic leadership in an expanded Trust.

**Stakeholders**

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality of opportunity for pupils and staff, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes
2. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
3. Engage with parents, through strong two-way communication channels to ensure continuous improvement and collaboration
4. Hold all senior staff to account for their professional conduct and practice
5. Engage with other schools, Trusts and educational organisations to work together for school improvement.

**Systems and Process**

1. Ensure that the Trust’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity
2. Support the Trust Board to deliver its functions effectively
3. Support the Board in the formulation and development of strategy, and ensure that all decisions made by the Board are recorded and implemented
4. Work effectively across the full range of external stakeholders, including government, funding and regulatory bodies
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievements and all-Trust sustainability
6. Lead in facilitating, along with Senior Leadership Teams, the development of safeguarding and child protection policy, training and procedure and guidance for each school, ensuring that the child protection policy is reviewed annually by the Trust Board
7. Ensure that the Trust reflects a vibrant and inclusive ethos which actively values and promotes diversity and community cohesion, and supports pupils to become successful integrated citizens
8. Actively challenge and address discrimination
9. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making
10. Further develop reporting structures to the Trust Board

**Self-improving systems**

1. Continue development of outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils
2. In partnership with the Chair of the Trust Board, ensure that an effective internal and external communications strategy is in place
3. Communicate effectively with Head Teachers, teachers, pupils, parents, trustees and governors
4. Represent TCSET effectively to key external partners, the media and the public on a national platform
5. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people’s lives and to promote the value of education

**Leading the organisation**

1. Recognised as leading an outstanding organisation at regional and national levels
2. Lead the TCSET schools towards consistently delivering Outstanding Teaching and Learning
3. Ensure value for money in all financial matters
4. Create an inspiring, professional work environment
5. Provide Trust Board with an overview of safeguarding across the Trust
6. Ensure the ongoing development of an organisational structure which reflects each school’s values, and enables effective and efficient operations
7. Ensure the trust remains an employer of choice through recruitment, retaining and deploying staff appropriately
8. Support the HTs to provide effective organisation and collaboration with the shared services team including recruitment and deployment
9. Use and integrate a range of technologies effectively and efficiently to manage the trust.
10. Ensure compliance with the scheme of delegation
11. To be the Accounting Officer for TCSET, personally responsible for the propriety and regularity of the public finances in their charge

**Key Accountabilities**

1. Working with Trustees to create the strategic vision and promote the vision, values and ethos to pupils, staff, Governors, parents and the wider community
2. Be accountable for the educational outcomes of all schools within the Trust
3. Ensure the Trust has the highest level of financial probity and delivers value for money
4. Motivate others to create a shared learning culture and positive climate through distribution of leadership through teams and individuals in each school and across the Trust
5. Work with the Trustees and other key stakeholders to maintain a shared vision and future strategic plans which will inspire and motivate pupils, staff, parents and the wider community for each school
6. Hold effective, frequent, minuted meetings of the CEO/HT team/Heads of Support Team

**Person Specification**

E=Essential or D= Desirable

|  |  |
| --- | --- |
| **Qualifications & Education** | **E/D** |
| Qualified Teacher Status | E |
| NPQH qualification | E |
| Degree/Master’s Degree in related discipline | E |
| Recognised Management Qualification | D |

|  |  |
| --- | --- |
| **Experience, Knowledge and Skills** | **E/D** |
| Experience of Headship and or MAT leadership in a demonstrably high performing setting | E |
| Knowledge of national curriculum key stages within secondary and primary schools | E |
| Experience of developing curriculum that has breadth, depth coherence, sequenced across-phases and impacts on every child’s outcomes and futures. Ability to articulate and communicate a vision of outstanding teaching and learning. | E |
| Experience of managing, developing, inspiring and motivating staff including performance management at a senior level | E |
| Experience of successfully leading and supporting school improvement. Demonstrable success in raising standards, meeting challenging targets and sustaining excellence ( Ofsted, outcomes) | E |
| Experience of supporting the management of significant organisational development and change  Success in building effective links and networks with governmental and non-governmental educational agencies and other schools and Trusts  Strong grasp of Ofsted and MAT accountability frameworks and processes. | E |
| Experience of presenting high quality, strategic information to Trustees and Governors and supporting their role | E |
| Experience of implementing effective pupil target setting and tracking systems to ensure that pupils of all levels of ability achieve their full potential and beyond | E |
| Experience of strategically leading on school finance issues, including budget management and funding allocation | E |
| Excellent oral and written communication skills with an ability to communicate the Trust vision and negotiate at all levels | E |
| Ability to set appropriate targets for the improvement of Trust performance and knowledge of how to monitor and evaluate an action plan in relation to those targets | E |
| Ability to demonstrate sound leadership in implementing transition between key stages for pupils across the phases and within schools | E |
| Ability to demonstrate sound strategic skills, organisational skills, work under pressure and determine priorities to meet tight deadlines | E |
| Ability to interpret and implement new legislation, policies and directives and communicate with stakeholders | E |
| Ability to analyse information from a wide variety of sources and solve complex problems | E |
| Have e-confidence and able to understand and sell the benefits of IT and future technology in an educational context | E |

|  |  |
| --- | --- |
| **Personal Attributes** | **E/D** |
| High personal standards of integrity and probity | E |
| Enthusiasm, vision, drive, adaptability and resilience | E |
| Being confident, positive and approachable.  A natural networker able to establish positive and productive working relationships with a wide range of stakeholders at all levels. | E |
| Being able to secure the loyalty and confidence of pupil, staff, parents, trustees, governors and others | E |
| Have consideration of the views of others. Looks for feedback to ensure all parties have heard information. Responds positively to challenge and feedback | E |
| Advocate a sound educational philosophy, with the ability to translate into practice | E |
| Ability to create a learning culture within the organisation which is recognised by staff, pupils and parents | E |
| Commitment to own and others’ personal development | E |
| Evidence of being a high profile, inspirational leader | E |
| Emotional resilience in working with children and adults | E |
| High degree of motivation for working with children and young people | E |
| Able to understand and develop your own emotional intelligence | E |
| Enthusiasm to shape and influence decision making outside of the Multi Academy Trust, locally, regionally and nationally | D |
| Evidence of representing an organisation/profession at a regional and national level | D |

|  |  |
| --- | --- |
| **Special Requirements** | **E/D** |
| Be able and willing to work outside normal hours in order to meet the demands of the role | E |
| Suitability to work with children | E |
| Commitment to inclusive, non-selective education | E |

*The Charter Schools Educational Trust is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.*