



United Learning
Cambridge Cluster
Part of United Learning

Candidate Briefing Pack

Executive Business Manager: Cambridge Cluster



Welcome from Craig Morrison, Executive Principal

Executive Business Manager: Cambridge Cluster

Dear Applicant

Thank you for your interest in becoming Executive Business Manager for the Cambridge Cluster of United Learning. This role is a superb opportunity to shape and support the successful futures of five schools, each at a different stage in their own journeys.

This is a truly exciting time to be joining us in this key role. The Cambridge schools joined the Group in September 2019, the Cluster having previously been a trust in its own right. Since transition we have seen new headteachers appointed to all of our schools, bringing new ideas and energy. I re-joined the Cluster as Executive Principal at the point of transition, after several enjoyable and fulfilling years here until 2011.

I was particularly excited at the opportunities for our schools in being part of a successful national Group in United Learning. Whilst it is now the largest multi-academy trust, I can vouch personally for its focus on developing people, with leaders enjoying unrivalled opportunities to learn and to grow. There is also a real commitment to nurturing the unique ethos of each school. In all of this, the group's motto of 'The Best in Everyone' shines through.

Whilst we joined the Group over a year ago, the process of change is still at an early stage in many respects. Our schools are now developing their own identities and objectives and in so doing creating a more individual and appealing offer to families. Our support services therefore need to become more responsive to individual school needs and in tune with their key priorities. Additionally, there is a desire on the part of our school leaders to have defined points of contact and visibility of support staff in school. This will lead to a shift from a purely centralised model to aspects of our work operating on a 'hub and spoke' model, with site-specific working complemented by central co-ordination.

I look forward to working with the successful candidate to redesign our services to meet the new demands and needs of our Cluster and at the same time get the best value possible from the support available to us from United Learning. A key benefit of being part of United Learning is to work with other very successful schools in the Group, including independent schools, to challenge us to be even better and to guard against complacency. In this aim we are supported by our Regional Director, Richard Tutt, plus subject matter experts such as a Finance Business Partner and an HR Business Partner. You will have a close working link with Dawn Boyes, our national Head of Finance Business Partnering, who will also connect you to other Executive Business Managers within the Group and a suitable mentor from the wider Group will be appointed to you.

Our Executive Group of headteachers meets once a month and you will be a part of this important team, where we will continue to develop our collaboration. During the pandemic we have often met more frequently and the mutual support we can provide to one another is a key advantage to our leaders. We are also planning to evolve our relationship with local governors, providing a Cluster

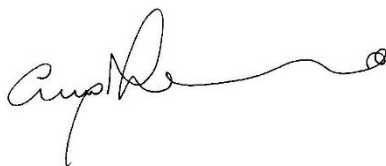
forum within which our school leaders, Chairs of Governing Bodies and colleagues from United Learning can develop Cluster priorities.

You will see that there is a wide-ranging job description for this post; this represents the scope of activities undertaken within the support functions of the Cluster currently, but does not imply that you will be directly leading all of these aspects or be an expert in all of the functions. Your personal qualities, ability to lead and to work well in a variety of contexts are most important. The expectation is for the role to develop and grow over the next few years with the success and expansion of the Cluster.

If you are looking for an exciting, challenging and highly rewarding role within a Group that offers a strong commitment to professional development (including access to training via the Apprenticeship Levy to Level 7), I encourage you to apply.

We are an inclusive employer and are looking to improve the diversity of our leadership, particularly in relation to black, Asian and minority ethnic leadership, and we welcome and value all applicants. I do hope you will get in touch with any questions you may have ahead of submitting your application.

I very much look forward to hearing from you.



Craig Morrison
Executive Principal

About the Cambridge Cluster

The Cluster originated from the federation of Parkside Community College with Coleridge Community College in 2005. After the federation won a competition to build a new secondary school to serve developments on the Southern Fringe of the city in 2007, Trumpington Community College did not eventually open until 2015. These three secondary schools, then a multi-academy trust, went on to support a UTC and a primary school then experiencing difficulties, both of which were subsequently re-named as CAST and The Galfrid and incorporated into the trust, Cambridge Academic Partnership. Board members explored a variety of options for the continued development of the five Cambridge schools and settled upon a transition to United Learning, as a Group with deep expertise and a track record of success. The Cluster joined United Learning in September 2019.

Cambridge Academy for Science and Technology (CAST)

CAST is a growing and successful University Technical College which opened as UTC Cambridge in 2014. Enrolment is now increasing well at Years 9, 10 and 12, with recruitment from across the Eastern Region. The curriculum at CAST is more focused than in our other academies. Science, Maths, and Computing are the focal points of GCSE and A Level study, together with options which bolster scientific understanding, such as Geography and Psychology. Students undertake Challenge days each week, where their learning is extended beyond the standard curriculum, in conjunction with partners such as Babraham Institute and the Medical Research Council. CAST received a Good grading in 2017, has a reputation as one of the country's leading UTCs and is the only one within United Learning. Danielle Pacey has been Principal since April 2020 having been a senior leader since CAST opened.

Coleridge Community College

Coleridge is a school of nearly 600 learners, with the potential to grow to 750 over time. It is a strong community school with an emphasis on excellent relationships with families and partner primary schools. Coleridge gained its first Good grading from Ofsted in May 2019, a key moment in its development. Ele Stoneham, the Headteacher, joined the school in January 2020 and Coleridge is now going from strength to strength. Key changes now in progress include improvements to the curriculum, literacy development and furthering a distinct culture for the school, for instance through the recent introduction of a House system and frequent high-quality communications with families. Coleridge benefits from a range of excellent facilities and extensive grounds. The school most central to our Cluster, it is also the current home to our Central Services teams.

The Galfrid School

The Galfrid is a two-form entry primary school with the potential to grow further. It is set in extensive grounds and is also the home to two nursery provisions independent of the school. Claire Macfie, the Headteacher, joined the school in June 2020 having previously been the Head of another very successful United Learning primary school in London. The Galfrid is improving on all fronts and is focused upon building excellent relationships with families in support of learning. Teaching staff are committed to improving their professional practice, also developing the use of ICT in learning. The school site is currently undergoing a series of improvements.

Parkside Community College

Parkside is situated in the centre of Cambridge, by Parker's Piece. Opening in 1913 it has had a number of guises before becoming a comprehensive school in 1976. The school was graded Outstanding by Ofsted in 2017. A key priority is the growth and improved performance of the school's IB 6th Form. The curriculum is academic in nature, which also supports the breadth of the IB programme in the 6th Form. The school offers 120 places in Years 7- 11 and is well oversubscribed. There are up to 100 places in each 6th form year. Since 2019, Craig Morrison is the Headteacher of Parkside and Executive Headteacher of the Cluster, having previously worked as Deputy Principal of the Cluster schools until 2011.

Trumpington Community College

Trumpington opened in 2015 and is located in the south of the city in a new purpose built site with excellent facilities. It sits at the heart of the community it serves, in the centre of the largest residential development seen in Cambridge for many years. The superb sports centre is dedicated to community use outside school hours and is very popular. Links with local primary schools, some of them also newly established, are excellent. After a first inspection in Autumn 2019 with a Requires Improvement outcome, Trumpington is now on a rapid journey of improvement under the leadership of Principal Matt Oughton, who took up post in September 2020. Key priorities include: literacy; teaching and learning development; and building the number of first choice applications on the foundation of much increased community confidence.

About United Learning

United Learning is a group of schools which aims to provide excellent education to children and young people across the country. We seek to improve the life chances of all the children and young people we serve and make it our mission to bring out 'the best in everyone' – students, staff, parents and the wider community. We uniquely comprise schools in both the state and the independent sectors. We currently educate over 55,000 students and employ over 9,000 members of staff including over 4,000 teachers.

As a group, we can offer more to both staff and young people than any single school could offer alone. The growing range of outstanding group-wide activities that we can provide will mean that more young people will have truly exceptional and inspiring experiences. We believe that our Group contains the most developed relationships and practical interaction between independent and state schools in the country, creating benefits for all the schools involved.

United Learning comprises both United Church Schools Trust, which operates our fee-paying independent schools, and United Learning Trust, which operates our state-funded academies.

To find out more about United Learning, please visit the website: www.unitedlearning.org.uk

As part of United Learning, the Cambridge Cluster schools share the objective of bringing out 'the best in everyone', enabling each student to become a balanced, happy and articulate person with intellectual freedom, confidence, compassion, integrity and a lifelong love of learning.

Our Ethos

Our approach to education is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people. We believe in supporting our colleagues to achieve excellence and in acting with integrity in all our dealings within and beyond the Group. We believe the safety and welfare of all children and young people is paramount. We summarise this ethos as 'the best in everyone'.

This ethos underpins our core values:

AMBITION – to achieve the best for ourselves and others;

CONFIDENCE – to have the courage of our convictions and to take risks in the right cause;

CREATIVITY – to imagine possibilities and make them real;

RESPECT – for ourselves and others in all that we do;

ENTHUSIASM – to seek opportunity, find what is good and pursue talents and interests;

DETERMINATION – to overcome obstacles and achieve success.

As a single organisation, we seek to bring together the best of independent and state sectors, respecting both traditions and learning from each. We believe that each of our schools is and should be distinctive – committed to developing its own strengths and identity while sharing our core values to promote service, compassion and generosity.

Continuing Professional Development

We believe that successful organisations make a priority of developing their staff; all the more so in education, where the people of the organisation are its most important asset. While the development of all staff is important, we make support and professional development of senior leaders a particular priority, given the impact that leaders have on the life of staff and students alike.

We work on the basis that each of us, however effective, can always improve. The new Executive Business Manager will set personal development objectives with the Executive Headteacher each year and will be supported to achieve them. He or she will have the benefit of accessing a range of networks, training events and school visits. We provide 360-degree feedback as part of professional development.

We believe that schools are at their best when they are autonomous and able to develop a distinctive ethos, reflecting the needs of their students and the context within which they work. The Group can get behind the work of leaders in schools through creating strong networks, providing outstanding educational support and professional development, and by taking the strain of professional functional support. We aim to ensure that the technology, finance, HR and data support is provided more effectively and efficiently than would otherwise be possible, so that leaders can focus on educational leadership.

The newly appointed Executive Business Manager will also benefit from a comprehensive induction programme.

Our Framework for Excellence

To achieve our mission, our schools prioritise five key principles:

‘THE BEST FROM EVERYONE’

Our aim is to bring out ‘the best in everyone’. So we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child’s potential? So, we expect unreasonably – we constantly challenge children to do what they think they can’t, to persist, to work hard and to be at their best.

From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

‘POWERFUL KNOWLEDGE’

Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives.

Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject- based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.

‘EDUCATION WITH CHARACTER’

Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

‘LEADERSHIP IN EVERY ROLE’

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams and create the space for others to lead. All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

'CONTINUOUS IMPROVEMENT'

However good we are, we can be better. We constantly look for improvements, and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence, and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.

How to Apply

For your application to be considered, we will need you to:

COMPLETE AN ONLINE COVERING LETTER (you will be prompted to do so after completing your profile), which explains your motivation for applying and outlines your suitability for the role including how you satisfy the requirements of the Person Specification. Please confirm in your letter that you are available for the interview date (see below) around which there is no flexibility. This supporting statement should be no longer than 8,000 characters.

PLEASE PROVIDE US WITH 2 REFEREES WHEN PROMPTED TO DO SO. In line with our practice on safer recruitment, we will take up references for all those candidates who proceed to interview, as well as asking candidates to complete a standard application form. The deadline for receipt of applications is midday on Wednesday 3rd March 2021. We reserve the right to bring forward the closing date if we consider that we have received an appropriate number of candidates for the post.

THE SELECTION PROCESS

We will treat all enquiries, formal and informal, in confidence. The selection process will be as follows:

- All applications will be acknowledged by email. If you have not received acknowledgement that your application has been received within two working days of sending it, please contact Martha George: mgeorge@cap.education
- The selection process will take place in early March in Cambridge with a mixture of remote process and in person depending on the government guidance at the time.
- Candidates will be offered full feedback on their application and/or interview.

FURTHER INFORMATION

To arrange an informal discussion regarding the role please email Craig Morrison, Executive Headteacher at cmorrison@cap.education to arrange a mutually convenient time for a telephone conversation.

TERMS AND CONDITIONS OF EMPLOYMENT

United Learning's normal terms of conditions of employment apply for the position of Executive Business Manager for the Cambridge Cluster. The final detailed terms and conditions are subject to agreement between United Learning and the successful candidate and will be reflected in the formal employment contract.

EMPLOYER

United Learning

POSITION

Executive Business Manager, Cambridge Cluster

REPORTING LINE

Executive Principal, Cambridge Cluster

LOCATION

Coleridge Community College, Cambridge, CB1 3RJ and across our cluster

START DATE

As soon as possible, by negotiation

STARTING SALARY

£65,000

ILL HEALTH

United Learning's sick leave and pay policy will apply. The policy allows for a three years' sliding qualification period, at the end of which you will be entitled to full pay for 100 working days and half pay for 100 working days.

HOLIDAYS

You are entitled to take holidays during the normal school holidays except where your presence is required for proper execution of your duties. United Learning would expect you would not have less than six weeks of the year without any work involvement.

PENSION SCHEME

The postholder is eligible to be a member of an occupational pension scheme with employer contributions.

SAFEGUARDING

United Learning is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. An enhanced DBS (previously CRB) check is required for all successful applicants.