

**Executive Director: Institute of Education Application Pack**



**Welcome to CMAT**

Dear applicant,

Our trust was originally created to enable the governors and leadership of Swavesey Village College to enter a competition to promote the new schools in the proposed community of Northstowe - a new town between Swavesey and Cambridge. Our all-inclusive, all-through vision of schools working together as part of a family, forged then, has been our driving force since 2006.

Cambridge Meridian Academies Trust (CMAT) was formed in 2011 to deliver more widely on that clear vision to provide high quality and dynamic education for all at the heart of the communities we serve. Our steady growth since then reflects our commitment to the communities we serve and our track record of success.

Our family now consists of eight secondary schools and one upper school. The trust is due to open 2 secondary free schools in the coming years and is also the approved sponsor for a Greater Peterborough UTC (expected to join us in June 2021). The trust operates five primary academies and one junior academy, with the latest becoming part of the family in January 2021. We are delighted to be working with the Sharnbrook Academy Federation on the transfer of their 2 secondary and 3 primary schools into CMAT prior to the 2021-22 academic year.

In 2020, we were proud to open our first special school, Martin Bacon Academy in Northstowe, which was joined at the start of 2021 by The Harbour School in Cambridgeshire. Our original vision of an all-through, all-inclusive trust was achieved. It only took nearly 14 years! At the start of the next academic year over 14,000 students will attend a CMAT school.

We operate within a relatively close geographical area to enable the sharing of expertise and the easy direction of capacity to support. Our defined area is of operation is 20 miles around Cambridge and Peterborough, and the main communication routes between.

Students thrive in CMAT academies as a result of the implementation of our values, our successful and proven systems and our commitment to valuing people. We are among the highest performing multi-academy trusts in the country for student progress. No CMAT academy has ever undergone an Ofsted inspection resulting in anything other than an improved outcome. Our academies are well-run and our staff benefit from excellent access to professional development.

Our commitment to the education system goes beyond just our own academies. We maintain a very close mutually supportive relationship with the Cambridge Primary Education Trust (CPET), and with other MAT partners through the Cambridge Teaching Schools Network (CTSN) and the Whole Education network. We operate The Cambridge Partnership, one of the largest initial teacher training providers in the East, and Leadership East further strengthens our capacity and commitment to professional development. We also provide support to a number of other trusts and academies.

CMAT exists to provide, support, and champion high-quality education at the heart of local communities. As members of the CMAT family, academies aim to unite their pupils, families, and other local stakeholders around this common purpose to share experience and resources, to improve standards and to maximise its contribution to the wider community.

We hope that you will choose to apply to become part of our family.

Yours faithfully,

**Mark Woods**

**Chief Executive Officer**

**Vision and Values**

**Our Vision:** High-quality educational provision for all at the heart of local communities

**Our Mission:**To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:

* Every child is a successful learner, confident individual and responsible and employable citizen
* Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families and other local stakeholders

**Our Values:**

**Pursuit of Excellence**

* By expecting this of every person, every day
* Rejecting outright any sense of complacency
* Continually striving for the creation of a true meritocracy
* Promoting and celebrating elite performance inside school and in the wider world

**Value our People**

* Appreciating the incredible trust placed with us in educating young people and serving our community
* Valuing the diversity and qualities of our staff and students
* Ensuring that all students and staff feel known, appreciated and supported
* Committing whole-heartedly to collaboration within, between and beyond our academies

**Achievement for All**

* Ensuring that every student achieves their maximum potential
* Maintaining a relentless sense of optimism
* Removing barriers to learning
* Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond

**High-Quality Learning Environment**

* Providing high quality buildings, engaging classrooms and excellent sporting facilities
* Delivering innovative learning resources and materials
* Ensuring a well-disciplined and caring environment
* Exploiting cutting edge technologies to expand the opportunities for students, staff and our community to benefit from learning in a digital age

**Extending The Boundaries of Learning**

* Providing positive memorable experiences inside and outside of the classroom
* Providing a diversity of experience to all
* Opening up the world to all students
* Securing the very best future educational and vocational experiences for our students

**Academies within the Trust**

[www.cmatrust.co.uk/our-schools](http://www.cmatrust.co.uk/our-schools/)

**The Role**

This is an exciting new post driven by our determination to maintain our absolute commitment to quality as we continue to grow. 2021 will be the year in which CMAT develops faster than it ever has before. With The Harbour School, The Bluecoat School, Greater Peterborough UTC, Sharnbrook Academy, Lincroft Academy, Oakley Primary Academy and Harrold Primary Academy and the SAF Initial Teacher Training provision all set to join within this year, we believe this role will be crucial in ensuring our continued success.

Currently, our Executive Board consists of our Director of Finance, 4 Secondary Executive Principals, an Executive Director of Primary, and Executive Director of SEND and our CEO. Our Executive Director: Institute of Education will join this group and ensure that our trust school improvement capacity is deployed in the most effective fashion.

The Executive Director will provide direction and leadership for our quality assurance and school improvement teams. They will work with these teams and the Executive Board to refine and develop our Quality Assurance processes, and to design the interventions required when support is needed. The postholder will also play an active role in the processes they oversee, and in planning for continuous improvement.

The role will require an uncanny mixture of intellect, perception, diplomacy, resilience and good humour. CMAT does not believe in doing the easy thing. We are committed to always doing the right thing. Our team is values-led, welcomes challenge and thrives on creating fantastic schools and communities.

The postholder will be responsible, in collaboration with the CEO, for ensuring that Trustees and local governance are fully engaged in the success and growth of the trust; and that meetings are strategic, purposeful and provided with accurate information. Furthermore, the Executive Director will take the lead in developing the provision of quality assurance information to those involved in our champions system of governance.

The trust is committed to continuous professional development. The Executive Director: Institute of Education will make significant contributions to the training of colleagues. This will design the trust internal CPD programme, our work with the teaching school hub, lead our Initial Teaching Training provision(s) and ensure Leadership East thrives. The postholder will also be committed to ensuring they retain a commitment to their own personal development and support local/national networks of practitioners.

The post holder will exercise strong leadership in a style and manner consistent with the trust’s values, sharing best practice, positively influencing colleagues at all levels, and encouraging reflection and a culture of continuous improvement.

Our Executive Director will need to be relentlessly optimistic with a burning vision of what is possible. They will forge strong relationships with all decision makers and stakeholders. They will be committed to the pursuit of excellence and understand the great trust that is placed in us by the communities we are fortunate enough to serve.

*The job description is subject to review and may be changed following consultation with the post holder as the trust and the role evolve.*

***The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All staff are subject to an enhanced check with the Disclosure and Barring Service.***

**Job Description**

**Title:** Executive Director: Institute of Education

**Pay Range / point:** CMAT Leadership Scale: L36-43

**Responsible to:** CEO

**Start Date**: September 2021

**Location:** Offices at Swavesey Village College and working across CMAT schools as required

**Leadership of activity of the CMAT Institute of Education**

* CMAT Quality Assurance and School Improvement Team, including SEND
* Cambridge Partnership and other ITT provision - line manage the Director of ITT
* Leadership East – delivery of NPQs and other leadership training within and beyond CMAT
* Science Learning Partnership
* CMAT contribution to the Cambridge and Peterborough Teaching School Hub

The job description is subject to general conditions of service for a Senior Leader in the School Teachers Pay and Conditions Document. This job description is not prescriptive and may be changed, in consultation with the postholder, to meet the changing needs of the trust.

**Introduction**

All members of the Cambridge Meridian Academies Trust (“the trust”) staff are responsible personally and collectively for supporting pupils in becoming confident individuals, successful learners and responsible citizens, through:

* Modelling the core values of the Trust at all times
* Nurturing pupils’ passions and interests and stimulating their intellectual curiosity
* Continuously raising pupils’ aspirations and self-esteem
* Ensuring the highest possible outcomes for pupils
* Evolving an equitable curriculum
* Supporting our inclusive ethos

**Key purpose**

To work with Trustees, Executive Board and other leadership team members across the trust to ensure:

* effective quality assurance processes are in place, so all trust schools are as a minimum ‘meeting expected standard’ in teaching and learning according to the trust’s policies and standards (‘Good’ as judged by Ofsted measures)
* the quality and effectiveness of teaching and leadership at all levels is challenged, developed and improved and that the quality of SEND provision is in line with trust expectations in T & L
* work with Executive Board colleagues is supported and schools are challenged in all aspects of their work
* effective steps are taken to ensure that teachers and teaching leaders are recruited, developed and retained to meet the developing needs of the Trust
* contribution to the leadership and direction of “core trust” colleagues
* develop and support the delivery of trust-wide improvement and implementation of academy improvement plans are implemented
* high-quality evaluative information is provided in a timely manner to the Executive Board and trust governance.

**Main activities**

* To work with Executive Board colleagues to provide specialist, expert advice to the CEO on all matters relating to teaching and learning development, leadership development, quality assurance and school improvement
* To preserve and promote the trust’s vision and values and work with colleagues to ensure that the culture of the trust’s schools embodies and upholds these values
* To be responsible for the day-to-day management of the IoE, including staffing
* To be responsible for the oversight of business plans and sound financial operation of all business units within the IoE
* To be responsible for the delivery of the set KPIs for each of the individual business units focused on CPD, ITT and School to School Support
* To lead and support school improvement across the trust, particularly new academies and those in challenging circumstances
* To design, develop, lead and bring to market innovative professional development programmes for in-service teachers and leaders as well as trainee teachers
* To ensure long-term financial viability and sustainability of the IoE’s business units
* To support the development of effective pedagogy in trust and partner schools
* To work in a range of schools to support school improvement
* To ensure effective quality assurance on all aspects of operation

**Key responsibilities**

**Strengthening community**

* To build a distinctive, inclusive culture and offer which takes account of the richness and diversity of CMAT’s communities
* To contribute to the development of the education system by sharing effective practice, working in partnership with partners, initiatives and networks
* To ensure that the IoE promotes effective links within the CMAT community and the wider school’s community and continues the development of close liaison with other primary and secondary schools beyond CMAT
* To ensure that the IoE offers an appropriate breadth of services
* To work with the CMAT Improvement team and Executive Board and help to raise standards in all areas
* To co-operate and work with relevant agencies to protect children

**Shaping the future**

The Leader of IoE will be responsible, alongside key stakeholders, for developing a vision for the CMAT IoE which inspires and motivates the trust academies and community. This vision should include core CMAT values, moral purpose and be inclusive of all stakeholders.

* To design and develop innovative training and support programmes
* To contribute to leading-edge developments in teaching and learning
* To bring leading edge activities and emerging practice to the attention of the IoE, Executive Board and School Leaders
* To lead and support action research across CMAT, including the effective dissemination of findings to CMAT academies for application

**Strategic direction and development of the CMAT Institute of Education**

The Executive Director of the IoE will be responsible for working with the CEO and the Executive Board, to develop a strategic view for the IoE, to analyse and plan for future needs and for the further development of CMAT within the local, national and international context.

* To formulate overall aims and objectives for the IoE and implementation plans
* To create an ethos and provide educational vision and direction which secures effective relationships between Teaching School Hub partners, across the Trust and with wider Education partnerships
* To develop, with partners, all IoE plans, policies and operations
* Secure the commitment of the wider education community to the vision and direction of IoE to create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that targets are met, and securing improvement
* To ensure that all those involved in the IoE are committed to its aims, motivated to achieve them and involved in meeting long, medium- and short-term objectives and targets which secure success
* To ensure that the management, finance, organisation and administration of the IoE support its vision and aims
* To manage complex projects involving a range of stakeholders
* To ensure that policies and practices take account of national and local data and inspection research findings
* To monitor, evaluate and review the effects of policies, priorities and targets of the IoE in practice and take action if necessary.

**Leading learning and teaching**

The Executive Director of the IoE will be responsible for working with the Secondary Principals, Primary Principals and Executive Board to secure and sustain effective teaching and learning throughout CMAT and to monitor and evaluate the impact of the IoE on teaching and standards of pupils’ achievement, using benchmarks and setting targets for improvement.

* To promote a stimulating style of learning, high quality pedagogy and high standards
* To ensure a consistent and continuous MAT focus on recruitment, retention and professional development
* To ensure that high quality learning and high quality service delivery is at the centre of strategic planning and resource management
* To lead, establish, cascade and embed creative, responsive and effective approaches to learning and teaching
* To ensure a culture and ethos of challenge and support throughout the IoE
* To demonstrate and articulate high expectations and set ambitious targets
* To ensure an effective and rigorous assessment framework is used to evidence the work of the IoE
* To take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of pupils and to support and enable improvements in the quality of teaching
* To monitor, evaluate and review practice and promote improvement

**Leading and managing staff**

The Executive Director of the IoE will be responsible for leading, motivating, supporting, challenging and developing staff to secure improvement.

* To maximise the contribution of staff to improve the quality of service delivery
* To plan, allocate, support and evaluate work undertaken by and on behalf of the IoE, particularly new academies joining the trust and academies in challenging circumstances
* To implement and sustain effective systems for the management of staff performance
* To participate in arrangements for performance management
* To ensure that staff working on behalf of the IoE are appropriately trained, monitored, supported and assessed

**Efficient and effective deployment of staff and resources**

The Leader of the IoE will be responsible for deploying people and resources efficiently and effectively to meet specific objectives in line with the IoE’s strategic plan and financial context.

* To work with the IoE and Executive Board to recruit, deploy and develop staff of the highest quality
* To advise the Secondary and Primary Heads on decisions in relation to staffing, recruitment, retention and development
* To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the activity and health and safety regulations
* To make arrangements, if so required, for the security and effective supervision of IoE Offices
* To undertake Health and Safety responsibilities
* To ensure that appropriate risk assessments are undertaken before sanctioning and participation in any potential activity
* To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of delivery, ensure efficiency and secure value for money

**Safeguarding**

Cambridge Meridian Academies Trust is committed to safeguarding and promoting the welfare of children and young persons at all times. The post holder, under the guidance of the CEO, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust’s and the School’s Safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

**Person Specification**

Candidates’ suitability for the post will be assessed against requirements and expectations as set out in the National Standards for Principals. The Governing body will explore issues relating to safeguarding and promoting the welfare of children during the formal interview stage. Before making an application, candidates are asked to match their qualifications, skills, abilities and experience against the criteria listed below.

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| --- | --- | --- | --- | --- |
|  |  | Essential | Desirable | Measured by |
|  | Qualifications & Training |  |  |  |
| 1 | Qualified Teacher Status | ✓ |  | APP |
| 2 | Good Honours Degree or equivalent (II,i or above) | ✓ |  | APP |
| 3 | Suitable further qualifications – eg NPQH |  | ✓ | APP |
| 4 | Evidence of continuing professional development |  | ✓ | APP, I |
| 5 | Evidence of leading professional development activity | ✓ |  | APP, I |
|  | Safeguarding & Legislation |  |  |  |
| 6 | Operational awareness and understanding of legislative framework | ✓ |  | APP, I |
| 7 | Evidence of strong understanding of child protection issues within a school environment | ✓ |  | APP, I |
| 8 | Evidence of Safeguarding, Recruitment and Selection Training |  | ✓ | APP, I |
|  | Knowledge, skills & experience |  |  |  |
| 9 | Evidence as an outstanding leader in a senior position | ✓ |  | APP, I, RE |
| 10 | Evidence of successful strategic leadership and management | ✓ |  | APP, I, RE |
| 11 | Evidence of delivering ‘Outstanding’ results | ✓ |  | APP, I, RE |
| 12 | Evidence of raising standards of teaching and learning | ✓ |  | APP, I, RE |
| 13 | Strong knowledge and understanding of SEND | ✓ |  |  |
| 14 | Evidence of managing successful change and innovation | ✓ |  | APP, I, RE |
| 15 | Evidence of successful financial management |  | ✓ | APP, I, RE, AS |
| 16 | Extensive experience of quality assurance in an organisation such as Ofsted or a similar trust role | ✓ |  | APP, I, RE, AS |
| 17 | Experience of working in schools in different contexts | ✓ |  | APP, I, RE |
| 18 | Ability to foster and promote good relationships with all stakeholders | ✓ |  | APP, I, RE |
|  | Personal attributes |  |  |  |
| 19 | Clear thinker and optimistic and resilient person | ✓ |  | I, RE, AS |
| 20 | Excellent interpersonal and communication skills | ✓ |  | I, RE, AS |
| 21 | Think creatively and collegiately to solve problems and identify opportunities | ✓ |  | I, RE, AS |
| 22 | Clear, fully inclusive, educational philosophy | ✓ |  | APP, I, RE |
| 23 | Commitment to continual improvement and challenging norms | ✓ |  | APP, I, AS |
| 24 | Attention to detail | ✓ |  | I |