

Executive Director of Education

Applicant Pack



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The vacancy

Job advert

Deadline for applications:	11:59pm on Sunday 14 April 2024
Interviews to be held:	During week commencing Monday 22 April (two-day interview process)
To start:	September 2024

Chorus Education Trust is seeking an inspirational and driven leader with a track record of success as a Headteacher in education who aspires to outstanding achievement for all its students. The successful candidate will work with the support of Chorus Education Trust colleagues to develop the quality of education and safeguarding and inclusion across the trust schools.

The new Executive Director of Education will have the opportunity to work within the collaborative environment provided by this growing, local trust, to lead the development and improvement of the educational experiences for the children and young people across the trust.

Role summary

Job title:	Executive Director of Education, Chorus Education Trust
Pay scale:	L38-43 (£117,067 - £131,056)
Version revised:	March 2024
Contract:	Full time, permanent

Job description

The post holder must always carry out his/her responsibilities within the spirit of the trust policies and within the framework of legislation relating to academies and education, regarding the statutory responsibilities of the trust.

The specific duties and responsibilities include but are not limited to:

Key priorities

The key priorities for this role are to:

- Ensure that standards continue to rise across the trust.
- Support and develop Headteachers.
- Develop the intent, implementation and impact of the curriculum.
- Ensure that attainment and progress gaps close.
- Ensure that behaviour improves and that all children and young people feel safe.
- Ensure that attendance improves.
- Embed robust planning and quality assurance systems and processes.
- Support and develop leadership at all levels.

Core purpose

The core purpose of this role is to work with the CEO and Headteachers to develop and sustain an environment that enables close collaboration of colleagues and an outstanding education for children and young people.

To achieve success the Executive Director of Education will:

- Provide vision, leadership and direction.
- Effectively manage and improve teaching and learning.
- Promote excellence, equality and high expectations for all children and young people.
- Evaluate school performance and identify priorities for continuous improvement.
- Create safe and productive learning environments that are engaging and fulfilling for all our children and young people.

Key responsibilities

Strategic direction and shaping the future

- Work with the CEO, trustees and other key stakeholders to ensure the trust's vision is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the trust community to translate the trust's vision into agreed objectives that promote and sustain school improvement.
- Demonstrate the trust's values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive environment.

- Ensure that strategic planning takes account of diversity, values and experience of the school and the community.

Leading learning and teaching

- Maintain a consistent and relentless focus on students' achievement and attainment, making sure that assessment for learning is outstanding throughout the school and that all teachers use data effectively.
- Ensure that learning is at the centre of strategic planning and resource management.
- Create a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole trust community.
- Implement strategies that maintain high standards of behaviour and attendance across the trust.
- Work with Headteachers and school leaders to review and refresh the curriculum in trust schools.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students.
- Monitor, evaluate and review classroom practice and promote improvement strategies.

Managing the organisation

- Fulfil the statutory duties, in relation to the curriculum, safeguarding and child protection.
- Ensure the effective deployment of staff and resources.
- To support the consistency of approaches to maintain and improving levels of good behaviour.
- Work with the CEO, COO, CFO and school leaders to set the school budgets and monitor value for money.
- Manage organisational change effectively.
- Be responsible for improvement of the school schools– ensuring School Improvement Plans are in place and monitored vigorously.
- Ensure Quality of Education and Safeguarding and Inclusion Reports are accurate and have impact in driving school improvement.
- To support the consistency of approaches to maintaining and improving levels of attendance.
- Work collaboratively with the school leadership teams to ensure school improvement is sustained and to deliver quality outcomes for pupils.
- Ensure safe working practices are adopted by staff.

Developing self and working with others

- Regularly review own practice and take responsibility for own personal development.

- Develop and maintain effective strategies and procedures for staff induction, professional development and performance reviews.
- Treat people equitably and with dignity and respect to create and maintain a positive school culture.
- Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation, support and evaluation of work.
- Acknowledge responsibilities and celebrate achievements of teams and individuals.
- Build a collaborative learning culture within the trust and actively engage with all schools to build effective learning communities.
- Manage own workload and that of others to allow an appropriate work/life balance.

Accountability

- To fulfil commitments of contractual accountability to the Trustees.
- To play a key role in monitoring, maintain and developing a self-evaluation framework which clearly identifies strengths and areas for development, in order to inform the school improvement agenda and maintain high standards.
- To ensure that the schools are clear that individual staff's accountabilities to the Headteachers are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- To ensure that the schools present a coherent and accurate account of its performance to a range of audiences, including the DfE, the Trustees, Governors, parents and carers, and the local community.
- To develop a trust ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- To be responsible for all aspects of the self-evaluation within the trust.

Strengthening community

- Build a trust culture and curriculum which considers the richness and diversity of the schools' communities.
- Ensure learning experiences for students are integrated with the wider community, and that some of these are community-based.
- Collaborate with other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of students and their families.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the schools to enrich the school and its value to the wider community.
- Co-operate and work with relevant agencies to protect children.

Support for the trust (applies to all roles)

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Work in a flexible way to respond to the needs of the trust and to fulfil other duties and responsibilities appropriate to the grade and role as and when required.

- Be aware of and support difference and ensure equal opportunities for all.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Contribute to the overall ethos/work/aims of the trust.
- Participate in relevant training, other learning activities and performance management as required.
- Team responsibilities: all staff are considered part of the overall trust team and may be required to aid colleagues in other areas from time to time commensurate with the role, skill set and grade.

Review arrangements

The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that as is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. The job description may be revised from time to time and the post holder will be consulted at the appropriate time.

Person Specification

Job Title: Executive Director of Education, Chorus Education Trust

REQUIREMENTS	Essential	Desirable	Assessment method A = application I = interview D = documents R = reference
A. Training and qualifications			
Qualified Teacher Status.	Y		A, D
National Professional Qualification for Headship (NPQH).	Y		A, D
Management training or qualification/Higher Degree.		Y	A, D
Evidence of commitment to continuing professional and personal development.	Y		A, I, D
B. Experience of teaching and school/academy leadership & management			
Experience of teaching in more than one school.	Y		A, I
Experience of promoting effective shared and distributive leadership.	Y		A, I
Successful senior leadership at Headteacher level resulting in sustained significant improvements in standards.	Y		A, I, R
Experience in primary and secondary phases of education.		Y	A, I
Experience of successful implementation of strategies for raising achievement and ensuring effective teaching, learning and assessment.	Y		A, I
Experience of monitoring and evaluating teaching and learning.	Y		A, I, R
Experience of successfully leading and managing whole school change initiatives.	Y		A, I, R
Evidence of being able to employ a range of leadership and management styles and approaches as appropriate.	Y		A, I, R
Experience of effective financial and resource management.	Y		A, R
Evidence of a positive impact when supporting other schools.	Y		A, I, R

C. Professional knowledge and understanding			
Knowledge of relevant statutory requirements relating to schools/academies.	Y		I
Sound up-to-date knowledge of developments in education, teaching and learning, assessment and best practice.	Y		I
Knowledge and understanding of the role of the Governing Body/Board of Trustees in a school/academy.	Y		A, I
Understanding of how high quality performance management for all staff is linked to school improvement.	Y		I
A belief in the right of children and young people to a high quality education, raising standards of achievement whilst recognising the value and worth of each individual and providing an experience which meets the needs of every young person.	Y		A, I
Understanding of equal opportunities and able to put this into practice, including the need to prepare pupils for life in a diverse society.	Y		I, R
D. Professional competencies			
To have a high standard of written and verbal communication skills.	Y		A, I
A demonstrable track record of strategic, analytical and innovative thinking and translating this into an effective vision and operational outputs.	Y		A, I, R
To investigate problems, evaluate options, identify solutions, make and implement plans and monitor impact.	Y		A, I, R
Ability to prioritise, set targets, meet deadlines and to work under pressure.	Y		A, I, R
The ability to initiate and maintain innovative curriculum design and delivery.	Y		A, I
The ability to provide inspirational leadership with a 'can-do' attitude and to generate high expectations, enthusiasm and commitment in a collaborative culture.	Y		I, R
Evidence of managing challenging behaviour effectively.	Y		I, R

Experience of developing and sustaining positive relationships with parents and a wide range of internal and external stakeholders.	Y		A, I, R
To be a competent user of ICT and have knowledge of how new technologies support teaching and learning.	Y		A, I, R
E. Personal attributes			
Ability to work collaboratively.	Y		A, I
Evidence of strong negotiating and influencing/communication skills.	Y		I, R
Evidence of resilience, energy, enterprise and passion, treating challenges as opportunities, emotional intelligence and empathy.	Y		I, R
Able to adapt to changing circumstances and new ideas.	Y		I, R
Evidence of promoting life-long learning in self and others.	Y		A, I
F. Safeguarding			
Understanding of responsibilities ensuring compliance with Health and Safety legislation.	Y		A, I, R
Clear commitment to and understanding of child protection matters, safeguarding legislation and practice to promote the physical and emotional health and wellbeing of children and young people.	Y		A, I, R
Commitment to sustaining a safe, secure and healthy school environment, caring for all children from all backgrounds.	Y		A, I, R
Satisfactory enhanced clearance from the DBS.	Y		D

Chorus Education Trust

Chorus Trust is a growing trust, committed to providing every child with the best education in both primary and secondary schools across South Yorkshire and Derbyshire. We train and develop teachers, giving our children access to the very best educational thinking and practice.



Our vision is 'Outstanding Achievement for All'. We want to create a culture of success in which our children and young people can succeed. We do this through the provision of safe and supportive schools, collaborating to ensure that our children benefit from a more effective spend of public money.

As part of the Chorus Trust Team, all staff have access to:

- Leading edge training and development through the South Yorkshire Teaching Hub (part of Chorus Education Trust), including NPQs and CPD opportunities.
- A competitive pension scheme (the Teacher's Pension Scheme for teaching staff and the relevant local government pension school for support staff).
- An ethos of being a force for good; of being part of a team that enables 'outstanding achievement for all' children and young people in our care.
- A collaborative environment encouraging knowledge sharing and support.
- Career progression opportunities within a growing, local trust.
- Access to discounted Westfield Health Scheme and Westfield Rewards Scheme.

You can read more about Chorus Trust at www.chorustrust.org.

To apply

Applications should be made by completing the application form in detail and by a letter of application of not more than two typed sides of A4 in length. CVs and Sheffield City Council / Derbyshire County Council application forms will not be considered.

The section of the form entitled 'Suitability for the Job' should address the contents of the personnel specification enclosed and should include details of experience and qualities which equip you for the post. A covering letter in lieu of completing this section is acceptable.

Completed application forms and letters should be emailed to Alice Pearson via recruitment@chorustrust.org and should arrive no later than **11:59pm on Sunday 14 April 2024**.

All applicants are asked to supply a telephone number and an email address for each referee quoted on their application form so that contact can be made without delay.

The two-day interview process will take place during the **week commencing Monday 22 April 2024**. Details of the interview arrangements will be sent to all shortlisted candidates.

Potential candidates are encouraged to arrange to visit one of the trust schools for a tour and a discussion with the CEO. Please contact nmason@chorustrust.org to arrange this.

Please understand that we cannot acknowledge receipt of individual applications.

At Chorus Trust we are committed to the safeguarding of all our pupils, please visit our website to access our safeguarding & child protection policy: www.chorustrust.org/policies

The successful candidate will be required to complete a Disclosure & Barring check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.

Contact details

Secondary schools

Eckington School & Sixth Form

www.eckington.chorustrust.org

T 01246 432 849

E enquiries@eckington.chorustrust.org

Hope Valley College

www.hopevalley.chorustrust.org

T 01433 620 555

E enquiries@hopevalley.chorustrust.org

Silverdale School & Sixth Form

www.silverdale.chorustrust.org

T 0114 236 9991

E enquiries@silverdale.chorustrust.org

Westfield School

www.westfield.chorustrust.org

T 0114 248 5221

E enquiries@westfield.chorustrust.org

Teacher development

South Yorkshire Teaching Hub

www.southyorkshireteachinghub.org

T 0114 235 7980

E info@southyorkshireteachinghub.org

Sheffield Teacher Training Alliance

www.sheffieldtta.org

T 0114 235 7980

E enquiries@sheffieldtta.org

National Modern Languages SCITT

www.nationalmodernlanguages.com

T 0114 235 7980

E enquiries@nationalmodernlanguages.com

Primary Schools

Bradwell Junior School

www.bradwelljuniorschool.com

T 01433 620 473

E info@bradwell-jun.derbyshire.sch.uk

Malin Bridge Primary School & Nursery

www.malinbridge.chorustrust.org

T 0114 234 1379

E enquiries@malinbridge.chorustrust.org

Stocksbridge Junior School

www.stocksbridge-jun.sheffield.sch.uk

T 0114 288 2221

E enquiries@stocksbridge-jun.sheffield.sch.uk

www.chorustrust.org

T 0114 235 7983

E info@chorustrust.org