



THE GOOD SHEPHERD TRUST

Diocese of Guildford

TRANSFORMING SCHOOLS
TRANSFORMING LIVES



Appointment of Chief Education Officer

Candidate Information, May 2023

Reference: SAKAGB

Saxton Bampfylde

01 INTRODUCTION

Dear Applicant,

Thank you for your interest in this exciting new opportunity to apply for this role which will drive Educational improvement across [The Good Shepherd Trust](#). We are seeking a skillful, visionary leader to join our vibrant, successful and growing multi-academy trust. The Chief Education Officer (CEdO) will lead on education, pedagogy, school improvement and quality assurance strategies across our academies.

We are looking for someone who:

- is an outstanding practitioner who can raise standards with proven experience of accelerating progress;
- is experienced at headship level and/or has senior leadership experience in a local authority or national body;
- has proven experience of whole school leadership and the ability to communicate a clear vision for education and school improvement;
- can effectively evaluate and quality-assure a school's performance and from their extensive knowledge identify appropriate intervention strategies to enhance school standards;
- can inspire others and lead complex changes across schools;
- has the ability to work as part of a forward-looking strategic leadership team.

The role would suit someone who has experience of driving positive change in schools and has a proven track record in quality-assurance and school improvement. The successful candidate will be responsible for leading the support, advice and guidance that enables the academies to succeed.

The [Trust's vision](#) is for all schools to be highly successful, inspirational places to learn, which enhance the life opportunities for every child that they serve. Our schools are places that are safe, where pupils reach their full potential, where positive memories are made and where children, parents, staff and the community take pride in their school.

This means that we are fully committed to establishing academies, which educate the whole child for life in all its fullness, within the heart of their local community.

As a Trust, we believe in creating an effective climate for learning by enabling children to know that they are uniquely valued. We strive to provide a secure environment in which they can learn and have created a framework of values that will support them through their education. We offer children, whatever their faith or background, the opportunity to grapple with life's 'big questions' whilst modelling a Christian community life where *all* have a place and are encouraged to contribute.

We acknowledge that high expectations raise aspirations of pupils and their communities and believe that the professional development of staff and school leaders is central to this. Each school offers a bespoke, rich curriculum and an inspiring learning environment, which is relevant to our learners. This is alongside unique learning experiences that stimulate, challenge and inspire.

We strive to build strong and effective partnerships with parents and the local and wider community because the engagement of parents/carers is vital to children's educational achievements. Church schools are rooted in the local parish and wider church networks, which provide practical and prayerful support for their schools. The Trust values that children's personal development grows through membership of a community and enables them to become contributing citizens.

We are working hard to become a more diverse organisation – which is key to our commitment “to be better, together”. We welcome applications from everyone committed to this ethos and would particularly welcome applications from black and minority ethnic candidates, who are currently under-represented in the Group as a whole. We always appoint on merit. We are always open to discussing flexible working options.

We are very excited about the opportunities that this role will create to drive educational outcomes forward for our pupils.

We look forward to hearing from you and receiving your application.



Paul Kennedy

Chief Executive Officer

02 THE GOOD SHEPHERD TRUST

The Good Shepherd Trust is a multi-academy Trust within the Diocese of Guildford. We currently have 18 schools, 17 primary and 1 secondary school. The Trust has implemented school hubs for the purpose of collaboration to improve outcomes for children and is seeking to further streamline and centralise services in order to better support all the schools within the Trust.

Each Trust school is unique. The Trust is committed to celebrating the local context of each school and capitalising upon their strengths to the benefit of the wider Trust. The quality and commitment of our people is at the heart of all we achieve. The Trust values them, develops them, and is an employer of choice.

We are guided by our principles and it is these, along with our vision and values that create the culture of how we work together:

Transforming Schools - Transforming Lives In the name of Jesus, the Good Shepherd

Jesus the Good Shepherd embodies values, which guide our work and relationships, including: **Trust, Love, Courage, Respect, and Integrity** .

Our values are lived out by all our people in every aspect of our work, including our behaviours, policies and decision-making.

Educationally our consolidated outcomes (for schools that meet the 3-year criteria for inclusion) across the Trust are in line with national average for MATs and within the Trust community are demonstrated in outstanding, good and improving schools.

The Trustees are ultimately accountable for the performance of the Trust and have a key role in setting the strategic direction and managing risk. The Trustees delegate some responsibilities to Local Committees (LC's).



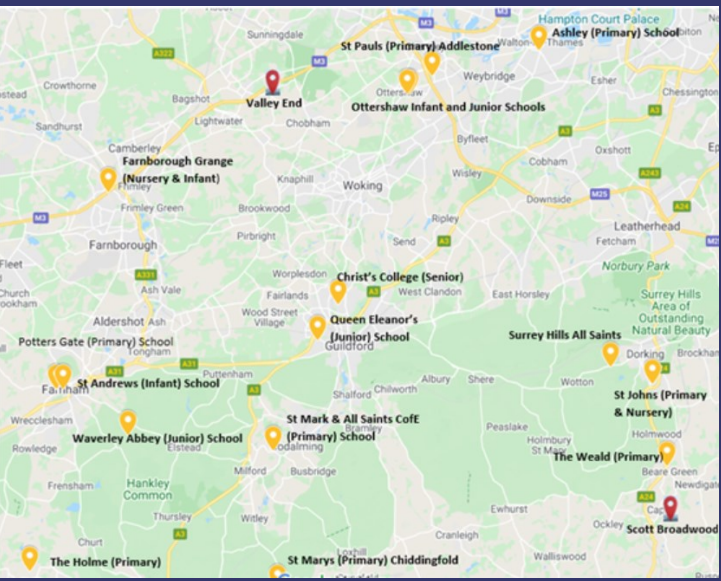
03 THE GOOD SHEPHERD TRUST

How do we work?

The Trust has an active central team, based in Guildford, who provide support for school improvement and educational outcomes, safeguarding, governance, admissions, human resource management, finance and much more. There are exciting developments in the pipeline to further develop the central function, which will bring benefit to all our schools.

Who are our member academies?

Our schools are organised into four broadly geographical hubs. The hub structure facilitates efficient and effective support and collaboration between schools and school leaders. Teachers and leaders are encouraged to be outward-looking, working with other hub schools and undertaking collaborative projects and continuous professional development.



04 THE ROLE

Chief Education Officer

Reporting to: Chief Executive Officer

The Good Shepherd Trust is seeking an inspirational Chief Education Officer (CEdO) who can develop the Trust’s education strategy in partnership with the CEO. This is an exciting new role that will lead the development of curriculum policy across the Trust, working closely with two Directors of Education. The CEdO will contribute to raising the profile of the Trust through effective stakeholder engagement and deputising for the CEO when required. The Trust are looking for a visionary and creative leader who is a team-player and who can help define a new evidence-based approach to the Trust’s education strategy.

Key Accountabilities:

- Expanding the trust’s education strategy with a trust-wide focus on all aspects of quality of education across the Trust’s schools
- Quality assurance processes across the trust to assure the trust board quality of education
- Effective performance of headteachers/principals across the trust
- Promoting the GST locally and nationally including meeting with schools considering joining the GST
- Reporting to the trust board and committees on educational strategy and standards
- The pedagogical approach across GST
- The curriculum policy of GST
- Strategic leadership of all educational risks on the trust’s risk register.



05 KEY RESPONSIBILITIES

Trust strategy, vision and values

- Act as Principal Adviser to the GST on behalf of the Strategic Education Leadership Team, on education matters, including academic standards, in order to ensure that its academies remain at the cutting edge of innovation and change, achieving top quartile performance.
- Lead on external policies, projects and inspections that are related to school improvement, including government, Department for Education, Ofsted, national and local authority initiatives, and externally funded projects.
- Advise external bodies on academies' educational performance.
- Engage with the Trust's Chief Executive, the Board of Trustees and academies' senior staff as appropriate, to lead the development and implementation of the education strategy for the Trust's academies, creating the platform for the development of high standards, curriculum policy and effective teaching and learning.
- Lead educational aspects of due diligence on prospective schools joining the Trust and develop action plans as they join.
- Lead major transformational projects across the Trust as required.

Leadership and management

- As a member of the Trust's Executive Leadership Team, provide strategic leadership and direction for the Trust; and deputise for the Chief Executive, taking decisions and actions collectively with other members of the Executive Team, and acting as the Chief Executive's representative as required.
- Contribute to the Trust's Senior Management Team, in order to ensure the effective management and development of the Trust.
- Engage with and motivate a high performing team within each academy, including the Principal/Headteacher, in order to achieve transformational change, growth and success.
- Develop a coherent Strategic Education Leadership Team, so that it contributes to school improvement across the Trust; and so that activities are complementary, focused on key priorities and maximise impact across the Trust's academies.

- Build a culture of continuous improvement and high-quality performance, ensuring that effective performance management and succession planning arrangements are in place.

Education strategy

- Lead the planning, development and implementation of an effective education strategy, in conjunction with the Strategic Education Leadership Team, ensuring that aspirations and standards continue to rise in each of the Trust's academies over the long term. This includes:
 - creating the Trust's curriculum policy and rolling out consistently across Trust schools engaging with Headteachers to ensure ownership and buy in;
 - contributing to the needs based budget setting for each academy in conjunction with the Finance team;
 - developing fully costed annual programmes of school improvement activities;
 - meeting both national policy and local expectations so that the academies' provision and outcomes meet external requirements/ accountability frameworks and ensuring that all learners benefit;
 - proactive leadership and management of additional support and interventions for schools that are causing concern;
 - providing consistent recording and monitoring systems;
 - coordinating and monitoring internal and externally led projects. For example supporting schools outside of the GST or county-wide initiatives;
 - supporting bid writing for example, ESIF or TCAF bids with ESFA.
- In conjunction with academy principals/headteachers, determining each school's school improvement needs, with an emphasis on high standards of teaching and learning, in order to achieve outward-facing, aspirational organisations with a national reputation for outstanding achievement.
- Lead preparations for Ofsted and other external agency evaluations and inspections of the Trust.
- Ensure timely and effective sharing of good practice across the GST with measurable impact.
- Manage the central education budget.

06 KEY RESPONSIBILITIES

Evaluation of performance

- Evaluate the performance of each of the Trust's academies, including the timely provision of data and effective use of management information, in order to ensure high standards that reflect the aspiration of the GST board.
- Provide timely information to Trustees so that they have the information they require to evaluate performance and hold Headteachers to account for academic performance.
- Undertake regular evaluation and monitoring of academies.
- On behalf of the Chief Executive and Chair of the Board of Trustees, to be responsible for annual performance reviews of academy principals, to be responsible for appropriate objectives for the forthcoming year are identified in conjunction with the Chief Executive and principal, and reviewing progress during the year, so that each principal receives both challenge and support to fulfil their roles effectively.
- Have responsibility for the annual performance reviews of members of the Strategic Education Leadership Team, ensuring appropriate objectives for the forthcoming year are identified and reviewing progress during the year, so that each member receives both challenge and support to fulfil their roles effectively.
- Develop a Trust wide education leadership succession plan.
- Attend the Trust's full Board meetings and the Education Committee as an Officer. Attend other committees as required.

Equalities

- Assure that the GST actively values and promotes diversity, unity and community cohesion and supports pupils to become successful and engaged citizens. Actively challenge and address discrimination. Ensure a continual focus on equality as measured by pupil progress of groups.
- Proactively seek opportunities to make GST more diverse at all levels from governance through to staffing.



07 PERSON SPECIFICATION

ESSENTIAL CRITERIA

Education and qualifications

- ◇ Honours degree.
- ◇ Qualified Teacher Status.
- ◇ Evidence of recent professional development.

Knowledge and experience

- ◇ Comprehensive knowledge, experience and passion for quality in all phases of educational provision (early years, primary and secondary), and in-depth knowledge and experience of at least one phase.
- ◇ Sustained experience as a senior leader in education.
- ◇ Experience of implementing and quality-assuring a pedagogical framework to enhance teaching, learning and outcomes.
- ◇ Demonstrable experience and impact of holding senior leaders, including headteachers, to account and challenging underperformance where appropriate.
- ◇ Understanding and empathy for the regional context.
- ◇ Proven and consistent track record at a senior level of school improvement and quality assurance.
- ◇ Knowledge, skills and experience of data-driven accountability and challenge at both school and trust level.
- ◇ Proven track record of quality assuring education provision against a framework.
- ◇ Proven track record in developing, communicating and successfully implementing education and school improvement strategies and programmes of activity.
- ◇ Significant knowledge and understanding of relevant legislation, innovation (including use of technology), new developments and accountability frameworks underpinning educational effectiveness.



08 PERSON SPECIFICATION

- ◇ Detailed understanding of key education issues, including special educational needs, inclusion and the improvement agenda.
- ◇ Significant knowledge and understanding of approaches to self-evaluation and improvement planning processes.
- ◇ Understanding of, and commitment to, equality, diversity and inclusion both in our schools and our workforce.
- ◇ Experience of budget management and resource planning in a complex and constantly developing organisation.

Communication

- ◇ Outstanding communication, influencing and negotiating skills building credibility across a range of internal and external stakeholders.
- ◇ Ability to adapt personal style to the needs of schools and Trust.
- ◇ Ability to confidently represent the trust at a national and regional level, e.g. DfE Regional Director, Ofsted regional panels, national advisory groups.
- ◇ Excellent interpersonal skills, including ability to gain acceptance for new ways of working which may require changes to behaviour.

Skills / attributes

- ◇ Insight and awareness, including anticipation of trends that will impact on the academies and their communities.
- ◇ Ability to analyse, evaluate and interpret information, including statistical data, and make critical organisational decisions.
- ◇ Be creative and have highly developed problem solving, negotiation and decision-making skills and the ability to produce practical and innovative solutions.
- ◇ Excellent time management and organisational skills, including working under pressure and to deadlines.
- ◇ Commitment to personal and professional development.

Leadership

- ◇ Proven leadership qualities and change management abilities with proven ability to direct and support the Trust to achieve its objectives with a constant focus on wellbeing of all stakeholders.
- ◇ Proven experience with demonstrable impact of leadership and change management across an organisation.

Equality

- ◇ Ensure that the GST actively values and promotes diversity, unity and community cohesion, and supports pupils to become successful and engaged citizens.
- ◇ Actively challenge and address discrimination.

Desirable criteria

- ◇ Postgraduate qualification in an education or management related area.
- ◇ National Professional Qualification in Executive Leadership or similar.
- ◇ Experience in Ofsted and delivery of inspections.
- ◇ Experience of leading bid writing, e.g. TCAF bids, at DfE level.
- ◇ Experience of improvement across a system (e.g. trust or local authority).
- ◇ Experience of Church of England Schools and SIAMS inspection framework.
- ◇ Experience in the executive team of a multi-academy trust.
- ◇ Experience of leading proactive EDI strategies in schools.

This list is not exhaustive as this is a newly created role in the GST. The need for flexibility and team working as the role develops is essential.

09 APPOINTMENT TERMS

The salary offered for this appointment will be between competitive, depending on candidates' experience. The pension scheme can be either TPS or LGPS, dependent on preference.

The Trust's registered office is: Academies Office, Larch Avenue, Guildford, Surrey, GU1 1JY.

The role of CEo will involve travel to visit schools and for meetings with regulators and other stakeholders.

We value and respect difference and are committed to building an inclusive culture by creating an environment where you can balance a successful career with your commitments and interests outside of work. We believe that you will do your best at work if you have a work / life balance. Some roles lend themselves to flexible options more than others, so if this is important to you please state this in your application as we are open to discussing agile working opportunities during the hiring process which could include job share or opportunities for part time working.

Equal Opportunities

The Trust is a fair employer promoting equal opportunities, which do not disadvantage any person on the grounds of a protected characteristic. It is designed to ensure that clear and transparent guidelines are provided for all working in the Trust and to ensure that the Trust complies with its legal obligations under the Equality Act (2010).



HOW TO APPLY

Saxton Bampfylde Ltd is acting as an employment agency advisor to The Good Shepherd Trust on this appointment. Candidates should apply for this role through our website at www.saxbam.com/appointments using code SAKAGB. Click on the 'apply' button and follow the instructions to upload a CV and cover letter.

We ask that candidates complete the online anonymous equal opportunities monitoring form. The equal opportunities monitoring online form will not be shared with anyone involved in assessing your application.

The closing date for applications is noon on Wednesday 21st June 2023.

GDPR personal data notice

According to GDPR guidelines, we are only able to process your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data, health, sex life, or sexual orientation) with your express consent. You will be asked to complete a consent form when you apply and please do not include any Sensitive Personal Data within your CV (although this can be included in your covering letter if you wish to do so), remembering also not to include contact details for referees without their prior agreement.

Safeguarding

The Good Shepherd Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We ensure that all our employment practices reflect this commitment. All appointments are made subject to an enhanced DBS clearance (Disclosure and Barring Service), satisfactory references and qualification checks. The Head of Inclusion, Safeguarding and Wellbeing will be required to safeguard and promote the welfare of children and young people, and follow Trust policies and the staff code of conduct.



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