



Infinity Academies Trust

# Chief Education Officer

Recruitment Pack  
October 2025





# Welcome from the CEO



**Infinity Academies Trust, a growing family of primary academies across Greater Lincolnshire, is looking for our inaugural Chief Education Officer.**

Our Trust currently supports 16 schools across the county, and over recent years we have done a great deal for our communities. Results are strengthening, our Ofsted profile is improving and, crucially, we are doing more to support our children and our families.

In fact, to get an understanding of strengths and achievements, we would encourage to read our latest impact report and watch the video below. We hope that they provide an understanding of what makes our Trust the organisation that it is.

That all being said, we know that there is more we can and should be doing.

That is why we have created this brand-new role. It is a genuinely exciting opportunity for someone to come and help write our next chapter and shape the life chances of nearly 3,000 young minds.

To achieve this, we are looking for an individual with bold ideas, a strong sense of community and the ability to continue to galvanise our school leaders. They must have a strong track record of helping schools to thrive and be able to demonstrate the experience, understanding and vision to help our Trust respond to the changes that are taking place across the sector.

It is a hugely exciting and important role for us.

To support you, we have a culture where we do not lose sight of how important our colleagues are to helping us achieve our ambitions for our pupils. Our staff survey results continually show that people feel valued and supported working for us. In fact, we significantly exceed the national averages on nearly all benchmarks – ranking particularly highly for the percentage of staff who feel part of being in the trust is beneficial, are excited by their work, and believe they are part of a strong community.

As Chief Education Officer, you will join our executive leadership team and play a key role in embedding our vision across the Trust. You will also work collaboratively with Headteachers, school leadership teams, and central services to deliver consistent school improvement whilst respecting the unique context of each academy.

So, please do read this pack and get in touch! We would love to hear from you.

**Mr Gavin Booth**  
CEO

***“He makes the whole body fit together perfectly. As each part does its own special work, it helps the other parts grow, so the whole body is healthy and growing and full of love.”***

**Ephesians 4:16**



# Vision, Mission and Values

## Our Vision

*To create a community where everyone is ready to learn and prepared to flourish.*

## Our Mission

*Infinity Academies Trust exists to improve the outcomes and opportunities of every pupil and every colleague working in our academies.*

As a deeply Christian Church Trust aiming to serve the common good, we enable both Church and Community schools to flourish.

All our children need and deserve schools with loving cultures, aspirational curriculums and inspiring provision. We provide children with the skills, knowledge and experiences to thrive academically, socially and spiritually so that they are prepared for a future full of opportunity.

With Jesus’ promise of life in all its fullness, we strive every day to ensure our children know they are valued, understood, supported and loved. We share their hopes and aspirations and provide a well-rounded education that celebrates success.

The future our children are going into is increasingly uncertain, and we need to enable them to become adaptable, resilient, confident, tolerant and highly literate individuals both for their lives today and tomorrow.

We won’t do this in isolation. We know that, “We are strongest working together in Unity” (1 Corinthians 12:12) therefore we will work beyond our Trust with local schools, the community and the Church. In addition, we will work more broadly across the region and system, so that we can learn from each other, harness best practice, access the latest research, and secure the expertise of those beyond the school system who share our moral purpose for children.

**We want our children to flourish across their lives.**

## Our Values



“Dear children, let us not love with words or speech but with actions and in truth.”

**1 John 3:18**



“Let all that you do be done with love.”

**Corinthians 16:14**



“The light shines in the darkness, and the darkness has not overcome it.”

**John 1:5**



“Call to me and I will answer you and will tell you great and hidden things that you have not known.”

**Jeremiah 33:3**



“There is neither Jew nor Greek, slave nor free, male nor female for you are all one in Christ Jesus.”

**Galatians 3:28**



# Purpose of the Role

The Chief Education Officer (CEdO) will be the strategic lead for educational excellence across Infinity Academies. This is a pivotal, high-profile role within the Trust, combining visible, values-led leadership with deep expertise in school improvement, curriculum innovation, and system-level accountability.

As a key member of the Executive Team, the CEdO will work in close partnership with the CEO, Trust Board, Academy Monitoring Committees, and school leaders to define and deliver a powerful educational vision - anchored in the belief that every child, regardless of starting point, deserves access to an outstanding education.

The postholder will be directly accountable for educational performance across all schools, with leadership responsibilities that include:

- Providing clear strategic direction by shaping the Trust's educational vision and driving forward a strategy that is firmly aligned with its ethos, values, and long-term development plan.
- Leading the implementation of a robust framework for school improvement, quality assurance, and performance monitoring across all Trust schools.
- Developing leadership capacity across the organisation by working closely with school leaders to identify and nurture talent, build high-performing teams, and support effective succession planning.
- Raising educational outcomes by setting high aspirations and overseeing key areas including curriculum development, safeguarding, inclusion, assessment, and the quality of teaching and learning.
- Promoting a culture of collaboration by building strong relationships with internal and external stakeholders, supporting innovation, and embedding evidence-informed practice across the Trust.
- Acting as an ambassador for the Trust, enhancing its reputation and influence as a leading voice in education at regional and national levels.
- Articulating a clear and compelling vision for the pupil experience, with a strong understanding of pedagogy and how to raise standards in the classroom.
- Nurturing an environment that motivates and inspires children by cultivating curiosity, creativity, and a culture of high expectations through innovative teaching and learning.
- Demonstrating emotionally intelligent leadership by building authentic relationships, understanding the operational realities in schools, and delivering challenge in a constructive and people-focused way.

**This role offers a unique opportunity to help shape the future of a growing, ambitious, and values-driven Trust - securing high standards, empowering leaders, and delivering exceptional life chances for every child.**





# Key Responsibilities

## 1.Strategic Leadership

- Act as the lead education professional across the Trust, providing visionary leadership in line with the Trust's values, mission, and long-term strategic objectives.
- Shape and drive the educational strategy for Infinity Academies Trust, ensuring it is robust, future-facing, and fully aligned with the Trust's development plan.
- Work collaboratively with the CEO, Executive Team, and Trust Board to ensure sustainable growth, high performance, and a consistent culture of excellence across all schools.
- Provide strategic advice to the Trust Board, supporting effective governance and evidence-informed decision-making, including preparation of reports and briefings as required.
- Develop strong partnerships with regional and national stakeholders, including Ofsted, DfE, Regional Directors, and sector partners, enhancing the Trust's profile and influence.
- Ensure a culture of strong internal communication and alignment across schools, promoting collaboration, cohesion, and the collective pursuit of excellence.

## 2.School improvement & Quality Assurance

- Design, implement, and lead a rigorous Trust-wide quality assurance and school improvement strategy that drives sustained progress and high outcomes across all schools.
- Work with school leaders to set ambitious, evidence-based priorities and provide targeted, timely intervention to accelerate improvement where needed.
- Ensure each school is Ofsted-ready and consistently delivering 'Good' or 'Outstanding' provision, underpinned by robust self-evaluation and external review.
- Monitor and analyse performance data across all settings to identify trends, strengths, and risks, with a particular focus on closing gaps for disadvantaged pupils, those with SEND, and other vulnerable learners.
- Use benchmarking and performance analysis to shape proactive school improvement planning and to advise the Trust Board on standards and outcomes.
- Broker and commission high-quality school-to-school support or external services as required, ensuring measurable impact and value for money.

## 3.Leadership Development and Capacity

- Line manage and support the Education Director and wider school improvement team, ensuring a coherent and ambitious approach to leadership development.
- Provide strategic oversight of talent management and succession planning across the Trust, identifying future leaders and creating clear pathways for progression.
- Deliver a high-quality leadership development programme aligned to the Trust's values and strategic goals, tailored to the needs of emerging, middle and senior leaders.
- Procure Coaching and mentoring for Headteachers and senior leaders, modelling high standards and building leadership confidence, resilience and ambition.
- Work with the CEO to deliver effective induction and ongoing development for new school leaders and provide training and strategic insight for Academy Monitoring Committees to ensure strong school governance.
- Promote a collaborative leadership culture rooted in mutual accountability, innovation and a shared moral purpose.





## 4. Curriculum, Pedagogy and Inclusion

- Ensure all schools deliver a broad, rich, and inclusive curriculum that reflects the Trust's ethos and enables every child to thrive.
- Implement high-quality teaching, learning, and assessment practices that are underpinned by research, responsive to pupil need, and aligned to national expectations.
- Lead on Trust-wide strategies for SEND, inclusion, wellbeing and safeguarding, ensuring all pupils – particularly the most vulnerable – experience equity, safety, and success.
- Support school leaders in designing and reviewing curriculum models that meet the needs of their context while maintaining consistency with Trust priorities.
- Ensure safeguarding systems are effective, compliant and embedded across all schools, in line with statutory guidance and best practice.

## 5. Partnership and Growth

- Lead the educational due diligence process for schools expressing interest in joining the Trust, working closely with the CEO and COO to assess readiness and alignment.
- Provide strategic support and integration planning for new schools, ensuring a smooth onboarding process and rapid alignment to Trust systems, values, and expectations.
- Cultivate strategic partnerships with sector bodies, local authorities, associate consultants and networks to enhance school improvement and professional development across the Trust.
- Promote and broker purposeful school-to-school collaboration to share effective practice, build capacity, and contribute to wider system leadership.

***“There is always support available when I need it. Colleagues will listen to your point of view and take your thoughts and ideas into account.”***

Quote taken from a response in the  
Edurio Staff Wellbeing and Experience Survey





# Person Specification

## Qualification and Experience

### Essential

- A continued commitment to personal and professional development.
- A proven track record of success as an Executive Leader, Headteacher, Principal, or equivalent senior leader within a school or academy setting.
- Extensive, up-to-date knowledge of curriculum and subject leadership, national education policy, classroom practice, inspection frameworks, and statutory requirements.
- Strong understanding of child safeguarding and a demonstrable history of implementing effective measures to protect and promote the welfare of children.

### Desirable

- Previous designation as LLE or NLE status (or recognised equivalent).
- A relevant postgraduate qualification.
- Additional professional studies or qualifications relevant to educational leadership.
- Proven experience in leading or managing complex organisations, multi-academy trusts, or multiple school sites.
- A sustained period of leadership, having led a school for more than five years.
- Leadership experience spanning more than one key stage.
- Direct experience in leading within an academy or multi-academy trust context.

## Leadership of Teaching and Learning

### Essential

- Knowledge and understanding of effective methods to ensure teaching standards are consistently upheld across all staff.
- Strong grasp of curriculum design, implementation, and management.
- Clear understanding of the principles underpinning high-quality learning, teaching, assessment, academy review, and self-evaluation.
- Confident in identifying and leveraging external support and specialist expertise to enhance provision.
- Experienced in behaviour and attendance management to support a positive learning environment.
- Awareness of how emerging technologies can be used to support and enhance teaching and learning.
- Well-versed in strategies that drive improved pupil outcomes and foster excellence for all learners.
- Proficient in the use of data collection and analysis tools to inform decision-making and track progress.
- Direct experience of monitoring, evaluating, and improving the quality of teaching and learning at scale.

### Desirable

- Knowledge and understanding of how to apply effective practice and research-informed evidence to drive improvements in pupil outcomes.





# Person Specification

## Leadership of Organisation

### Essential

- Knowledge and understanding of the employment market, including effective approaches to staff recruitment, deployment, and performance management.
- Understanding of how to utilise technology to improve organisational efficiency and effectiveness.
- Awareness of strategies that maximise staff contribution, engagement, and development across the workforce.
- Familiarity with accountability frameworks within the education sector and their application in driving performance.
- Sound understanding of legal responsibilities associated with leading and managing an academy trust, in line with statutory and regulatory requirements.
- Knowledge of strategic financial planning, budget management, and the application of best value principles.
- Experience in organisational development, including the planning, leadership, and implementation of change.

### Desirable

- Knowledge and understanding of the development, maintenance, and effective use of school buildings and facilities, ensuring environments are safe, functional, and conducive to learning.
- Familiarity with project management principles and techniques, including planning, delivery, risk management, and evaluation of outcomes.

## Leading People

### Essential

- Strong understanding of how interpersonal relationships impact staff performance and pupil outcomes.
- Experienced in performance management, professional development, and strategies that drive sustained improvement.
- Skilled in motivating others and recognising achievement to build a positive culture.
- Self-aware and open to feedback, with a commitment to personal growth and reflective leadership.
- Effective communicator, able to listen, reflect and lead with emotional intelligence.
- Proven ability to monitor performance, provide constructive feedback, and address underperformance.
- Committed to fostering a culture of continuous learning, collaboration, and inclusion.
- Able to inspire, empower, and develop individuals and teams, underpinned by integrity and professionalism.
- Experienced in stakeholder engagement and building a shared vision that drives improvement.
- Capable of shaping and sustaining staffing structures that support Trust-wide goals with a sense of humour along the way.

### Desirable

- Knowledge and understanding of how to build and sustain a collaborative learning community within a diverse and inclusive workforce.
- Awareness of effective systems to support, develop, and retain individuals and teams, promoting wellbeing, growth, and professional fulfilment.
- A high level of emotional intelligence, with the ability to apply it effectively to lead with empathy, self-awareness, and strong interpersonal insight.





# Person Specification

## Community Engagement

### Essential

- Knowledge and understanding of multi-agency working, including the benefits, challenges, and effective coordination of support through a team-around-the-student approach.
- Experience in fostering collaboration and partnership working across academies, families, communities, and business networks to enhance educational outcomes.
- Awareness of the wider curriculum beyond the classroom and the enrichment opportunities it provides for pupils' personal, social, and academic development.
- Understanding of diversity and community cohesion, and the role schools play in promoting inclusion, respect, and shared values.
- Proven ability to initiate and sustain partnerships, including effective collaboration with multi-agency teams to support pupil wellbeing and achievement.
- Strong communication and engagement skills, with the ability to consult and work meaningfully with staff, students, parents, and carers to improve the overall learning experience.

### Desirable

- Knowledge and understanding of extended service provision, including the commissioning and contracting of services to meet the wider needs of pupils and their families.
- Awareness of the diversity of professional cultures and working practices across education, health, social care, and other sectors.
- Understanding of the strengths, capacities, and strategic aims of other schools, academies, services, and agencies, and how to work in partnership with them effectively.
- Experience of taking on a leadership role within the community and across the wider education landscape to drive positive outcomes.
- Active engagement in academy-to-academy collaboration and contributing to system-wide leadership and improvement.
- Commitment to promoting community cohesion through inclusive leadership and partnership working.
- Confidence in brokering and commissioning services that enhance educational provision and pupil wellbeing.







## Infinity Academies Trust

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