



Interim CEO

Recruitment Pack



Nurturing inclusive learning communities

Chair of Trustee Welcome

Dear Applicant,

Thank you for your interest in the post of Interim CEO at Ethos Academy Trust. We hope that the information contained within this pack provides sufficient information and helps you to decide if you have the right qualities, skills and experience to apply for this position.

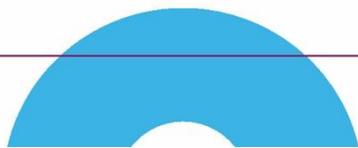
The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

We have six Academies: Ethos College, Reach Academy, Evolve Academy, Engage Academy, Elements Academy and Enrich Academy and we have high aspirations for future growth.

Thank you for your interest in Ethos Academy Trust and we will look forward to receiving your application.

Lloyd Nolan
Chair of Trustees, Ethos Academy Trust





Nurturing inclusive learning communities

Ethos College provides long-term full-time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs.

Our mission at Ethos College is to create a secure and stimulating learning environment in which all students are valued and respected, their learning is promoted, and their strengths are nurtured. Our focus is to prepare young people for transition to post-16 education, employment or training.



Nurturing inclusive learning communities

Evolve Academy is a KS2 and KS3 school that supports students with wide-ranging Social, Emotional and Mental Health (SEMH) needs. We currently have two school bases: one in Wakefield and the other in Castleford. Some of our students have been permanently excluded from Wakefield primary or secondary schools. We also work in partnership with Wakefield mainstream schools to offer a 12-week placement for students who may require short-term step-out provision before returning to their mainstream school.

Our aim is to provide a supportive and nurturing environment that will enthuse and engage students in education. We strive to ensure that our students have clear pathways to their next educational setting, supporting schools to ensure that their varying long-term needs can be effectively met, whether this is in a mainstream or more specialised school environment. Our long-term aim is for students to be empowered to develop into responsible citizens beyond their school years.



Nurturing inclusive learning communities

Elements Academy opened in September 2022, and is a special school based in Rotherham for students in KS2 to KS4 who have social, emotional and mental health (SEMH) needs. All pupils attending the academy have an Educational Health and Care Plan (EHCP) in place.

We provide a community that is safe, respectful and aspirational and the nurture principle is at the heart of everything that we do. We offer a curriculum that empowers students to gain the skills, knowledge and resilience they need to be happy and successful individuals. At Elements Academy, we place equal value upon academic and personal development and, whilst we know our students have barriers to overcome, we are committed to giving them the skills to overcome them.



Nurturing inclusive learning communities

Reach Academy is a well-established school for children in Key Stage 3 (ages 11 to 14) with Social, Emotional Mental Health (SEMH) needs. All pupils attending the academy have an Educational Health Care Plan (EHCP) in place. Our nurture principles underpin our practice and ensure that we meet the individual needs of every pupil. We are committed to improving the life chances of pupils by removing barriers to engagement and achievement. Our aim is to create a secure and inspiring environment where every child is empowered to take ownership of their learning and their futures.



Nurturing inclusive learning communities

Engage Academy is a school for primary aged children in EYFS 2 and Key Stages 1 and 2 (ages 4-11) with SEMH needs. All pupils attending the academy have an Education, Health and Care Plan (EHCP). We offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have extremely high expectations and achieve good academic progress across the curriculum with an emphasis placed on improving pupils' reading, writing and maths skills through personalised and creative learning opportunities.



Enrich Academy is a well-established education provision for Key Stage 4 students (aged 14-16), specialising in supporting students with Social, Emotional and Mental Health (SEHM) needs as well as supporting young people aged 14-16 who are unable to attend a mainstream setting. Our nurture-based philosophy underpins our practice and ensures that we meet the individual needs of every student.

At Enrich Academy, our aim is to provide a caring, stimulating, safe and welcoming environment where learning is enjoyable. We also ensure our teaching is personalised to the needs of students by customising the curriculum to challenge ability and raise aspirations.

We aim to improve student wellbeing and the life chances of our young people, and all our students are supported to fulfil their individual potential whilst developing the confidence and skill required to succeed in post-16 education, employment or training.

TRUST MISSION

Ethos Academy Trust is uniquely positioned with a clear strategic focus on Social Emotional and Mental Health and wider Special Educational Need provision. Our Academies are nurturing and inclusive communities, underpinned by a genuine value led culture where pupils and staff thrive and grow to their full potential.

OUR CORE VALUES

 <h3>Leading</h3> <p>with integrity</p> <ul style="list-style-type: none">• Championing honesty and transparency• Building trusting relationships	 <h3>Encouraging</h3> <p>freedom and responsibility</p> <ul style="list-style-type: none">• Working collaboratively• Investing in effective partnerships
 <h3>Thinking</h3> <p>innovatively</p> <ul style="list-style-type: none">• Finding creative solutions• Meeting individual needs	 <h3>Improving</h3> <p>continuously</p> <ul style="list-style-type: none">• Raising standards• Developing strong and effective leaders
 <h3>Celebrating</h3> <p>achievement</p> <ul style="list-style-type: none">• Improving academic progress• Enriching personal development	 <p>ETHOS ACADEMY TRUST</p> <hr/> <p>Nurturing inclusive learning communities</p>



WHY WORK FOR THE TRUST?

Ethos Academy Trust spans West and South Yorkshire, with all our Academies in close proximity to one another and in easy reach of main motorways and the cities and towns of Leeds, Wakefield, Huddersfield, Bradford and Rotherham. The proximity of our Academies is such that it lends itself to close and collaborative working.

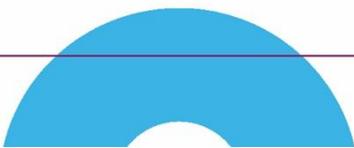
At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all the children and young people within our community at the heart of what we do. Our staff are pivotal in this and in recognising, achieving and bringing to life our vision and values.

As such, we are committed to providing our staff with high quality professional development which can be evidenced through a variety of channels. We have numerous examples of staff who have developed and progressed their careers with the Trust. We fully embrace the fact that if we invest in our staff and their futures, we will create an environment where staff are happy, inspired and ambitious, which in turn means that they are able to create positive, engaging and life changing learning experiences for pupils

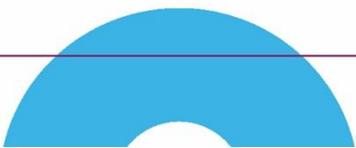
Ethos Academy Trust is fully committed to supporting and enhancing the wellbeing and mental health of all stakeholders. Across the Trust there are regular opportunities for staff to come together outside of their normal working day in a social or other activity capacity.

As an employer, we are able to provide the following benefits to all members of staff:

- A chance to work at a unique Trust with a clear direction and commitment to working with Social Emotional and Mental Health need and wider SEND pupils.
- The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and support staff and continues to subscribe to local holiday patterns and allowances within the local authority of each academy.
- Opportunities to collaborate with colleagues across academies and within the Central Trust teams and other Multi Academy Trusts on a local and/or regional basis.
- Structured and informal opportunities to develop skills and opportunity to progress, share best practice (locally and nationally).
- Access to Teacher and Local Government Pension Schemes.
- Access to 24/7 Employee Assistance Programme which includes counselling and physiotherapy services.
- All staff have 1:1 sessions with their managers every half term and complete a Wellness Action Plan at least annually.
- All staff are required to have an annual appraisal.
- We recognise and reward staff who have gone over and above with our half termly values driven staff awards.
- Opportunity to have your say and to contribute to Academy related developments via annual staff survey, regular “pulse” surveys and Academy Liaison Groups.



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- Access to employee salary sacrifice schemes such as Cyclescheme, Techscheme and discounted shopping.
 - Additional day off after 5 years' service with the Trust
 - Local agreements for corporate access to gyms and other leisure facilities.





I was inspired to pursue a career with children who have SEMH needs through my experience of teaching music as an unqualified Teacher. I joined the Trust thirteen years ago as an Inclusion Worker and was subsequently promoted to Senior Inclusion Worker, before being supported to secure a teaching qualification. More recently I was able to complete training to become a SENDCo and I am currently SENDCo for Reach Academy. The Trust and management team within Reach Academy not only supported my ambition to become a fully qualified Teacher, they continue to offer opportunities for my ongoing personal and professional development.

SARAH SIMMONDS, SENDCO - REACH ACADEMY

During my 8 years of employment with Ethos Academy Trust, I have been supported to access a number of professional opportunities and, after securing a teaching role, I became a member of the Senior Leadership Team at Ethos College and was supported in undertaking the NPQSL to help me enhance my leadership skills, understanding and practice. From January 2024, I moved to the position of Head of School at Reach Academy.

The Trust is committed to providing relevant and meaningful professional development opportunities to support the career progression of the staff team. I have always felt highly valued and supported by the Trust in everything that I do. It is an absolute privilege to work for a Trust that is so invested in supporting its staff to be the best that they can be and help to transform the lives of so many young people.

JACK GHEE, HEAD OF SCHOOL - REACH ACADEMY





ADVERT FOR INTERIM CEO

Interim Chief Executive Officer (CEO)

Start date: September

Contract: Interim (likely until Easter 2027 or as required, with the potential to permanent for the right candidate)

Salary: Competitive (dependent on experience)

Applicants

Make an Immediate Impact Where It Matters Most

Ethos Academy Trust are seeking an experienced and values-driven Interim CEO to lead the Trust through a critical period of transition.

This is a unique opportunity to make a meaningful and immediate impact – providing stability, strengthening school improvement, and shaping the next phase of the Trust journey.

About the role

As Interim CEO, you will provide strong, steady leadership across the Trust from September, ensuring continuity and clarity during a period of change.

You will:

- Stabilise and lead the Trust with confidence and credibility
- Drive improvements in teaching, learning and outcomes
- Support schools facing challenge, including those preparing for Ofsted inspection
- Work closely with an experience executive team (COO/CFO/Chief Education Officer/Executive Headteacher)

The role will run alongside the recruitment of a permanent CEO, with the potential for the successful candidate to be considered for the permanent post.

Who we are looking for

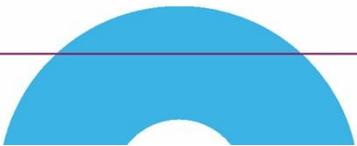
We are looking for a leader who can quickly understand context, build trust, and take decisive action where needed.

You will bring:

- Proven experience in a senior MAT leadership role (CEO, Executive Leader, or similar)
- A strong track record of school improvement and raising standards
- Deep understanding of Ofsted and accountability frameworks
- Experience leading through change, challenge, or organisational transition
- A collaborative leadership style – able to influence, not dictate.

What matters most

We are a Trust that values:



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- Integrity and strong moral purpose
 - Collaboration over hierarchy
 - Sustainable, thoughtful improvement
 - Putting children and young people at the heart of every decision

We are particularly interested in leaders who:

- Have experience in specialist/SEND settings (desirable)
- Bring credibility in improving teaching and learning
- Can balance urgency with long-term thinking

Find out more

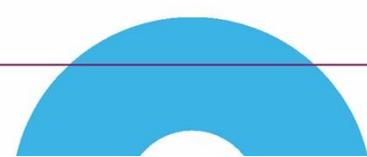
For a confidential conversation, or to express interest, please contact a member of the team at Stais Education via:

Admin@satiseducation.co.uk and 01744 634654

Applications will be reviewed on a rolling basis so early expressions of interest are strongly encouraged. If you wish to be immediately considered, please send your CV to us at the email address stated.

JOB DESCRIPTION

School Improvement and Teaching/Learning

- Working with the School Improvement Team, be responsible for all aspects of teaching and learning across the Trust.
 - Be present in classrooms on a regular basis.
 - Ensure that all students achieve their potential academically and beyond.
 - Working with students, lead the Trust Student Council. This will involve meetings with school councils and hosting Trust-wide meetings ensuring students have a voice in future developments.
 - Lead the drive for excellence within the Trust's data systems; allowing the progress of students to be tracked and monitored, allowing for timely interventions when required.
 - Lead school level Raising Standards Board's; quality assuring lessons, the curriculum and data. Through analysis advising on further school improvement strategies to have the greatest impact on our children
 - Lead and management the process of a coherent approach to student induction across our trust schools (in line with DFE guidance of AP's) This will include the testing both academically and beyond, ensuring that provision is appropriate and progress can be made from the start. Please note this will include ability testing, reading ages and more.
 - Support Headteachers and school staff with the planning of lessons and courses where appropriate.
 - Ensure there is an excellent curriculum, excellent teaching and robust pupil assessment across the Trust, both through the School Improvement Team and other central systems.
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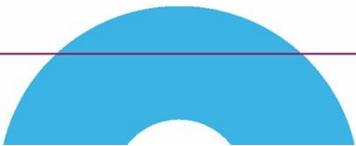
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- Through the governance model ensure reporting on the development, progress and attainment of pupils of high quality. This includes leading aspects of governance at school level.
 - Forge a culture of “collective commitment” to the Trust’s academies among senior leaders and all staff. • Where required, provide line management and support to Headteachers, as well as Trust School Improvement colleagues
 - • Ensure and enable improvement at scale and as an organisational habit, strengthened by recruiting senior specialists who have the skills to lead, coordinate and quality assure improvement activity across all academies.
 - Enable a culture of disciplined innovation, where staff feel empowered to engage with internal and/or external research and development activity that furthers the Trust’s vision and strategy and ensures staff stay at “the cutting edge”.
 - Create an organisation with a deep commitment to safeguarding and to compliance with safeguarding responsibilities across the Trust through leadership, training, systems and monitoring both centrally and in individual academies.
 - Where required provide interim leadership at schools within the Trust in agreement with the Trust Board. Strategic leadership and development and growth of the trust

Strategic leadership and development and growth of the Trust

- Develop a collaborative leadership narrative that articulates the Trust Board vision and values in practice, shaping the organisation’s ongoing development.
 - Operate within the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles).
 - Support the Trust Board in the formulation, development and implementation of its strategy, including taking responsibility for key documents such as the business plan
 - Long-term strategic plan, risk management and self-evaluation and improvement plans.
 - Play a lead role in the Trust’s Growth Strategy and work proactively with the Board to engage on growth and sustainability including strategic discussions and decisions about growing the Trust and how best to invest resources to serve needs, ensuring value for money over time
 - Support and lead central colleagues in the formulation, development and implementation of key strategies such as school improvement and people strategies.
 - Drive a long term “investor” culture, taking account of a strategic and long-term view as to where returns can be achieved to improve quality and reduce cost.
 - Be the driving force for building effective strategic relationships with key partners and stakeholders including the Regional Schools Commissioner, the Department for Education (DfE), the Education and Skills Funding Agency, local authorities, the wider local community and other local schools. • Ensure the implementation of high-quality benchmarked surveys and other engagement mechanisms to achieve routine accountability to communities (based on metrics set by the board) – including to parents, pupils and to staff
 - Identify and promote opportunities to communicate the Trust narratives (internally and externally) through a variety of methods.
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- Steer the organisation to engage with and embark on relationships that will add sufficient value to the organisation and pupil experience and identify opportunities to celebrate and share practice within and outside of the Trust and beyond that contribute to the furthering the Trust vision, values and strategy
 - Model and actively promote commitment to the Trust's values and more broadly to ethical governance, leadership and practice across the organisation.
 - Further develop the organisation where internal culture is maximised and resources deployed effectively and strategically
 - Build an open, transparent and effective relationship with the Trust Board and wider governance professionals, including Local Academy Performance Review Committees. • Invest time in developing relationships with the Board, including regularly meeting with them and keeping them informed of key developments, successes and risks.
 - Ensure clear processes for their own role and that of others in formulating and delivering on strategy and being clear with how the Trust Board will engage, monitor, challenge and endorse strategy.
 - Welcome accountability from the Board and robust performance management whilst encouraging the Board to discharge this across all aspects of organisational delivery and performance. Leadership and Management

Leadership and Management

- Be accountable for the management of all Trust operations, both directly and through the management of the agreed organisational structure.
 - Provide dynamic, motivational and inspirational leadership at all levels of the organisation and model the Trust's commitment to continuous improvement and high achievement across all areas of its work.
 - Ensure the Trust's management and organisational structures, and operational models, are fit for purpose and facilitate continuous improvement.
 - Build and develop an executive team of experts across a range of appropriate disciplines through whom strategy can be adequately developed and delivered and ensure organisational delivery, improvement and compliance across the Trust's operations.
 - Line management of the senior executive leadership team and through them ensuring high performance and effectiveness across each aspect of the Trust's operations.
 - Demonstrate a commitment to developing leaders and ensure a succession planning strategy is in place both across the senior team and key specialist leaders across the Trust.
 - Establish a positive and sustainable work culture, with a strong sense of purpose, commitment to talent management and development, sustainable workload, flexibility, and other key employment benefits.
 - Foster a cultural and operational commitment to equality, diversity and inclusion in order to thrive; setting an example from the top down and acting as a catalyst for achieving inclusion at all levels.
 - Bring about and lead any organisational change and improvement through a careful approach to engaging and involving all staff and wider relevant stakeholders effectively.
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- Disseminate and take responsibility for guiding the Trust through changes to education sector initiatives and practice. Organisational sustainability and compliance

Organisational sustainability and compliance

- Overall accountability for the financial propriety and sustainability of the Trust.
- Discharge financial responsibilities as accounting officer, including ensuring financial compliance, robust checks and balances, a commitment to achieving value for money, and financial probity at all times across the organisation.
- Working with the Chief Finance and Operations Officer to ensure that the Trust's strategy is supported by effective, responsive and integrated central services, as well as high quality operational delivery across all schools.
- Building relationships with other local and regional MATs to share expertise, resources and to embark on shared procurement where appropriate.
- Developing a culture that values, encourages, and ensures compliance for volunteerism, fundraising and sustainable income generation to further enhance the educational offer for pupils' and contributes to improved outcomes.
- Ensuring that risk management systems and compliance monitoring systems are in place so that the organisation can anticipate and plan for risks and fulfil all its statutory duties and responsibilities. Act as the Trust's Accounting Officer and be responsible for:
 - Ensuring the trust fulfils the statutory and regulatory responsibilities set out in the Academy Trust Handbook;
 - Ensuring the responsible and appropriate use of public funds;
 - Planning, implementing and monitoring the Trust's internal and external financial reporting. General
 - Act with integrity, honesty and professional competence and understand the importance of confidentiality.
 - Have a positive attitude towards working with vulnerable young people including ability to be understanding, responsive, calm and supportive.
 - Carry out your duties with due regard to current and future Trust and academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, induction and on-going performance development and through Trust communications
 - Take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety at Work Act.
 - Demonstrate day to day commitment to the Trust's vision, mission and core values.
 - Carry out such reasonable additional duties as may from time to time as determined by or on behalf of the Trust Board.

The Chief Executive Officer will work to the professional duties set out in the School Teachers' Pay and Conditions Document. The job description details accountabilities and responsibilities but does not direct any priorities or amount of time to be spent carrying out these duties. The job description is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after consultation, to meet the changing needs of the Trust

Safeguarding statement

Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check (including Children's Barred List) and past employment references.

Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

Equality and Diversity statement

Ethos Academy Trust treats all applicants for employment in the same way regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Disability statement

Ethos Academy Trust is committed to promoting equality of opportunity for people with disabilities. We continue to review our processes and procedures to ensure individuals with disabilities receive full and fair consideration for all types of vacancies at the recruitment stage and during their employment.

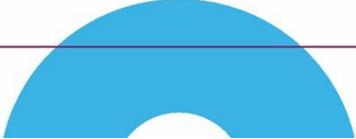
Individuals who apply to the Trust for employment will receive fair treatment and be considered solely on their ability to do the job. Where required reasonable adjustments will be applied. During employment the Trust, wherever possible, will retain the services of an employee who is or has become disabled.

Online checks for shortlisted candidates

In accordance with DfE Keeping Children Safe in Education 2024, an online search, including social media, will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

GDPR

A copy of our Privacy Notice is available via our website: www.eat.co.uk





Nurturing inclusive learning communities

Ethos Academy Trust
c/o Reach Academy
Field Hill Centre
Batley Field Hill
Batley
WF17 0BQ

