



# Deputy CEO Application Pack

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# Welcome from the Chair of Trustees

Thank you for your interest in the role of Deputy Chief Executive Officer (Education) at Community Academies Trust (CAT). This is an exciting time for us as we prepare for the next chapter in our development as a thriving multi-academy trust. This summer, we celebrate the retirement of our founding CEO, Philip Hamilton, and welcome our new CEO, Allyson Brown. Ally was recruited from within CAT, her previous role being Director of Schools (Primary), in which she demonstrated exceptional leadership, skill and expertise.

In the newly created role of Deputy CEO (Education), you will be pivotal in building on our strong foundations and realising the full potential of all our schools.

Community Academies Trust is a values-driven organisation with a clear mission: to ensure excellent 2–18 community education. We serve 17 schools and over 7,600 pupils across the Midlands, many in areas of significant disadvantage. Our schools are deeply rooted in their communities, and we are proud of our commitment to preserving local identity and ethos while driving educational excellence.

We believe in the power of education to transform lives and communities. Our academies are beacons of outstanding local provision, trusted by families and driven by a shared ambition to raise aspirations and unlock the potential of every child. We work in partnership with our schools, offering support and challenge in equal measure, and fostering a culture of collaboration, professional trust and continuous improvement.

As the Deputy CEO (Education), you will be the Trust's senior executive leader for educational performance and school improvement across both primary and secondary phases. Your role will be to ensure that the Trust delivers consistently high-quality education and strong leadership in line with the Trust's strategic priorities.

You will provide professional leadership for school effectiveness and act as Deputy to the CEO, providing strategic leadership across the organisation as it grows.

This is a rare opportunity to help lead a Trust that is both stable and ambitious, rooted in community and committed to excellence. You will be someone who can inspire and empower, who understands the complexities of leading across both primary and secondary phases and who will champion inclusivity, wellbeing and high standards for all.

If this sounds like you, and you share our passion for community education and believe in the transformative power of schools, we would be delighted to hear from you.

Warm regards,



**Simon Atkins**  
Chair of the Board of Trustees



## Message from the CEO Designate

Dear Candidate,

Thank you for your interest in becoming our next Deputy CEO (Education) at Community Academies Trust (CAT). This is an exciting opportunity to join our executive team and make a lasting difference to educational standards and life chances across our Trust.

From September 2026, when I become CEO, I want CAT to move confidently into its next chapter. This new Deputy CEO role will be central to that work, with real scope to shape priorities and lead meaningful improvement across the Trust.

As Deputy CEO (Education), you will lead the Trust's education strategy, supporting and challenging school leaders to secure consistently strong provision and outcomes, especially in our secondary schools. You will also act as my deputy when needed, representing CAT with confidence to colleagues, governors and partners.

What makes CAT distinctive is the way we balance each school's identity with shared responsibility, professional learning and strong accountability, so improvement is both achieved and sustained. Our schools are ambitious for every child, committed to community-based improvement, supportive of one another, and united by a strong sense of partnership, accountability and shared success.

We believe children and young people thrive when they are known well, their needs are met, and adults remain ambitious for them. That belief drives our work every day.

In this role, you will turn CAT's ambitions into a clear, evidence-informed education strategy. You will lead our central team to strengthen curriculum, assessment, teaching, behaviour and pastoral support, identify risk early and ensure high-quality reporting to the CEO, Board and School Standards Committees.

You will also help develop the next generation of leaders across CAT, working closely with our Institute of Education to strengthen professional learning, coaching, leadership development and succession planning.

We are looking for a strategic, values-led leader with a strong track record of improving schools across more than one setting, particularly in secondary education. You will bring expertise in curriculum, assessment, safeguarding and inclusion, be able to turn evaluation into action, and have the credibility to coach senior leaders, strengthen accountability and work effectively with trustees and external partners. If you lead with integrity, clarity and ambition, you will find in CAT a supportive executive team committed to excellence.

If this feels like the right next step, I would be delighted to hear from you. We warmly welcome applications and are happy to discuss the role in confidence. The post involves regular travel across our schools and communities. CAT is committed to safeguarding and promoting the welfare of children and young people, and the successful candidate will be subject to appropriate vetting checks, including DBS and references.

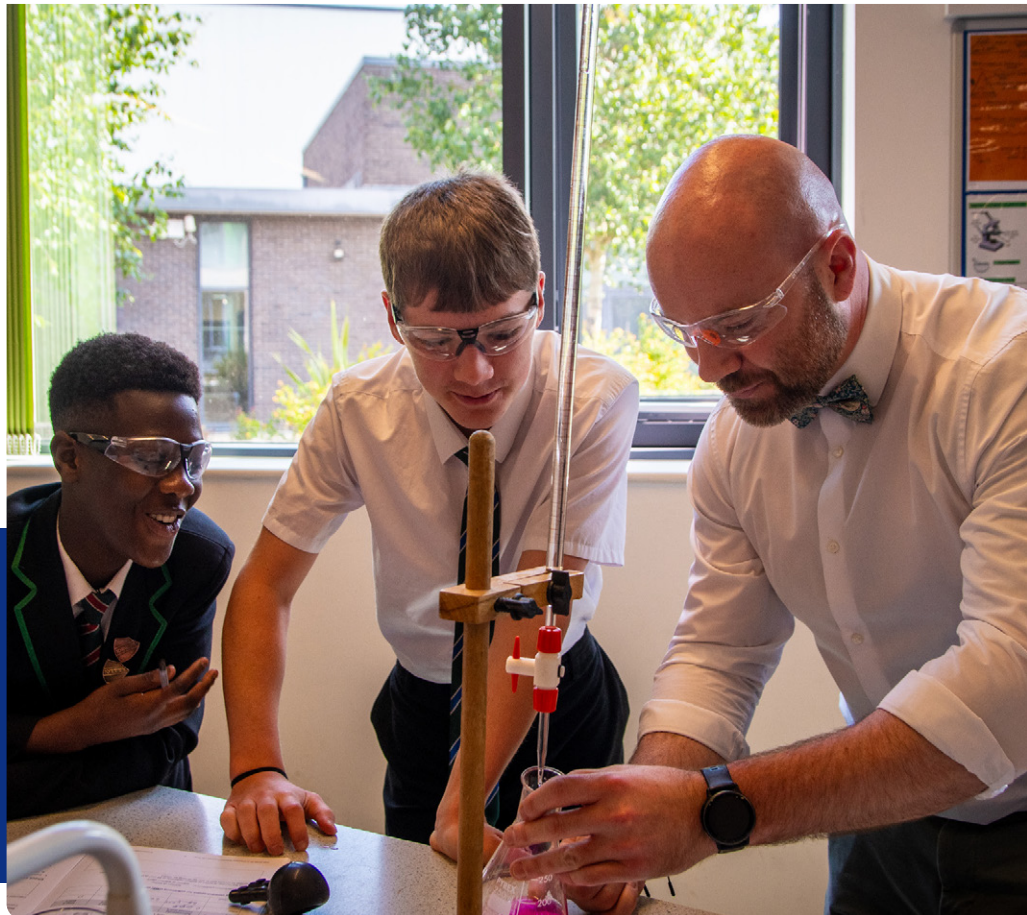
Yours sincerely,

*Allyson Brown*

**Allyson Brown**  
Chief Executive Officer Designate



“ Children and young people thrive when adults remain ambitious for them. ”



## About Us

The name Community Academies Trust (CAT) is derived from our focus and ambition for our organisation: excellent community education. We are committed to preserving local school identity and ethos, and adopt strategies for school improvement that build on and enhance local reputation, raise standards, and respond to the needs and aspirations of those we serve.

We work with primary and secondary academies that serve communities with high levels of disadvantage, and we do not let that stop us from having world-class achievement as our expectation.



“ Our community academies are driven by a desire to lead rather than follow, to be beacons of outstanding local provision which families believe in and can rely on. ”

Our community academies are driven by a desire to lead rather than follow, to be beacons of outstanding local provision which local families believe in and can rely on for excellence in their children’s education. We work in partnership with our schools, respecting their local contexts and providing equal measures of support and challenge to improve the talent and potential of all our young people.

Please visit our [website](#) for more information.



“ We are committed to preserving local school identity and ethos, while driving continuous improvement and raising educational standards. ”

## Vision and Values

Ensuring Excellent 2–18 Community Education

Our approach is based on a fundamental belief that all young people have talent and the potential to achieve more than they ever thought possible.

Achievement in three main areas:

- **Academic:** Excellent standards and outstanding progress are prerequisites for success in life, equipping young people with the skills and knowledge they will need to become successful, happy and productive citizens.
- **Social:** Excellent relationships for learning are prerequisites for all other achievements. Relationships that engender mutual respect between young people and all other members of our academies’ communities will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.
- **Personal:** All young people achieve things they can be proud of every day, in addition to academic success and outside our schools’ planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve.



All members of the CAT staff community see themselves as learners. They are empowered to make decisions, be creative and lead. Mutual respect pervades all relationships, working together to enhance professional learning, practice and collaboration.

Collegiality and a sense of team define how all staff work together. Staff co-operate with each other and are not in competition with each other; they are part of a team that ensures the academies throughout CAT strengthen their positions among the best schools in the country.

# Job Description

<b>Job Title:</b>	Deputy CEO – Education Community Academies Trust (CAT)
<b>Location:</b>	Warwickshire, Staffordshire, Shropshire (hybrid working)
<b>Salary:</b>	£125,000
<b>Reports to:</b>	Chief Executive Officer

## Job Purpose

The Deputy CEO (Education) will be the Trust's senior executive leader for educational performance, school improvement and local governance across both primary and secondary phases. The postholder ensures that the Trust delivers consistently high-quality education, strong leadership and effective governance in line with the Trust's strategic priorities.

They will provide professional leadership for school effectiveness and act as Deputy to the CEO, providing strategic leadership across the organisation as it grows.

## Key Responsibilities

### 1. Strategic Leadership

- Provide strategic leadership across primary and secondary schools to ensure high-quality education and excellent outcomes for all pupils.
- Lead the development and implementation of a Trust-wide education strategy aligned with the Five Pillars.
- Work with the CEO to shape and deliver the Trust's medium- and long-term strategic plan, including MAT inspection readiness.
- Deputise for the CEO when required, representing the Trust at internal and external meetings, events and stakeholder forums.
- Line management responsibility for the Director of Safeguarding & Behaviour and Director of the Institute of Education (IoE).

### 2. School Improvement and Performance

- Lead a coherent, evidence-informed school improvement strategy across all phases, ensuring effective support and challenge to headteachers and school leadership teams.
- Oversee evaluation of school performance using a wide range of indicators and data sources; ensure accurate and timely reporting to the CEO, Board and Local School Standards Committees (SSCs).
- Oversee the Trust's school improvement offer.
- Ensure early identification of risk and timely intervention, including school improvement planning for underperforming schools.
- Lead preparation for Ofsted inspections and ensure schools are well supported before, during and after inspection processes.

### **3. Primary & Secondary Education Leadership**

- Ensure coherent Trust-wide curriculum principles, assessment systems and pedagogical expectations from EYFS to KS5.
- Provide direct school improvement support to Trust secondary schools.
- Work with school leaders to secure high standards of teaching, learning, behaviour and pastoral care.
- Ensure equitable progress and outcomes for disadvantaged pupils, SEND learners and other priority groups.
- Foster cross-phase collaboration to strengthen transition, curriculum coherence and workforce expertise.

### **4. Governance & Accountability**

- Strengthen governance at Trust and local levels, ensuring clarity of roles, high-quality reporting and aligned accountability.
- Line manage and support the work of local School Standards Committees (SSCs) and ensure that governance structures support school improvement and leadership development.
- Lead executive reporting to the Board, including accountability for standards, safeguarding and trust-wide educational performance.
- Chair Governor information meetings and support the delivery of Governor professional development where relevant to education.

### **5. People & Workforce Development**

- Work with the Director of the Institute of Education to strengthen professional learning, talent pipelines and leadership development across the Trust.
- Support the recruitment, induction and development of senior leaders, including headteachers and deputies.
- Promote a culture of continuous improvement, wellbeing and collaborative professional growth.

### **6. Cross-Trust Collaboration & External Partnerships**

- Build strong relationships with regional and national bodies, including the DfE, Ofsted, local authorities and education networks.
- Lead or contribute to externally funded projects, school-to-school support and trust-wide innovation initiatives.
- Represent the Trust's educational vision and values publicly and professionally.

# Person Specification

CRITERIA	ESSENTIAL (E)	DESIRABLE (D)
<b>1. Strategic Leadership &amp; Vision</b>		
	<ul style="list-style-type: none"> <li>▪ Demonstrates the ability to shape and communicate a compelling strategic vision for education across a multi-academy trust.</li> <li>▪ Leads with clarity, purpose and high expectations, using evidence to drive improvements in teaching, learning and outcomes.</li> <li>▪ Proven ability to influence and inspire senior leaders, trustees and external partners</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of contributing to trust-wide strategic planning or organisational redesign.</li> </ul>
<b>2. School Improvement Expertise</b>		
	<ul style="list-style-type: none"> <li>▪ A sustained track record of leading successful school improvement across multiple schools and specifically, in secondary settings.</li> <li>▪ Expertise in analysing performance data and translating insights into strategic action.</li> <li>▪ Ability to diagnose underperformance quickly and design high-impact intervention strategies.</li> <li>▪ Deep understanding of curriculum, assessment, safeguarding, inclusion, and regulation (including Ofsted frameworks).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience supporting schools through Ofsted inspections at trust level.</li> </ul>
<b>3. Educational Leadership Across Phases</b>		
	<ul style="list-style-type: none"> <li>▪ Strong knowledge of primary and secondary education, with the ability to drive consistency while respecting phase-specific expertise.</li> <li>▪ Demonstrated ability to set Trust-wide expectations for attainment.</li> <li>▪ Commitment to improving outcomes for disadvantaged pupils, SEND learners, and other vulnerable groups.</li> </ul>	

CRITERIA	ESSENTIAL (E)	DESIRABLE (D)
<b>4. Governance, Accountability &amp; Compliance</b>		
	<ul style="list-style-type: none"> <li>▪ Clear understanding of governance within a multi-academy trust, including reporting, accountability structures and statutory duties.</li> <li>▪ Ability to produce high-quality reports for trustees, offering transparency, analysis and strategic recommendations.</li> <li>▪ Experience of ensuring strong compliance in safeguarding, policy development and regulatory requirements.</li> <li>▪ Experience of working directly with governing boards or trust boards.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of working directly with governing boards or trust boards.</li> </ul>
<b>5. Workforce &amp; Talent Development</b>		
	<ul style="list-style-type: none"> <li>▪ Evidenced commitment to developing leaders and building sustainable talent pipelines.</li> <li>▪ Ability to coach senior leaders and create a culture of professional growth, high performance and wellbeing.</li> <li>▪ Experience in leading or contributing to CPD, leadership programmes, ITT or workforce development strategies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of working with an Institute of Education or similar professional development function.</li> </ul>
<b>6. Collaboration, Partnership &amp; Stakeholder Engagement</b>		
	<ul style="list-style-type: none"> <li>▪ Proven ability to build strong, productive relationships with headteachers, executive colleagues, trustees and external bodies (DfE, Ofsted, LAs).</li> <li>▪ Skilled communicator able to influence, negotiate and represent the Trust with confidence and credibility.</li> <li>▪ Demonstrates political awareness and sensitivity when working across diverse school contexts.</li> </ul>	

CRITERIA	ESSENTIAL (E)	DESIRABLE (D)
<b>7. Financial &amp; Operational Awareness</b>		
	<ul style="list-style-type: none"> <li>▪ Ability to work collaboratively with operational and finance leaders to ensure educational priorities are aligned with sustainable resource use.</li> <li>▪ Understanding of needs-based budgeting, operational planning and risk management in a MAT environment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience managing significant budgets or contributing to financial planning at organisational level.</li> </ul>
<b>8. Change Leadership &amp; Organisational Development</b>		
	<ul style="list-style-type: none"> <li>▪ Demonstrated ability to lead complex change across multiple schools or organisational units.</li> <li>▪ Strong problem-solving skills with resilience, adaptability and the ability to work under pressure.</li> <li>▪ Evidence of creating cultures characterised by shared accountability, continuous improvement and innovation.</li> </ul>	
<b>9. Personal Effectiveness &amp; Professional Qualities</b>		
	<ul style="list-style-type: none"> <li>▪ Highly organised, dependable and able to manage competing demands with professionalism and calm.</li> <li>▪ Reflective, self-aware and open to feedback.</li> <li>▪ High levels of integrity, emotional intelligence and interpersonal skill.</li> <li>▪ Commitment to safeguarding, equality, diversity and inclusive education.</li> <li>▪ Ability to travel across Trust schools.</li> </ul>	
<b>10. Qualifications &amp; Professional Experience</b>		
	<ul style="list-style-type: none"> <li>▪ QTS and significant senior leadership experience across secondary phases.</li> <li>▪ Demonstrable positive impact at senior or executive level within a multi-school context.</li> <li>▪ Record of continued professional learning relevant to executive education leadership.</li> </ul>	<ul style="list-style-type: none"> <li>▪ NPQEL or equivalent senior leadership qualification.</li> <li>▪ Experience of trust growth or supporting multiple schools.</li> </ul>

# Terms of Appointment

**Location:** Central Office, Tamworth, Staffordshire

We can be flexible on location; however, the successful candidate should ideally be based within reasonable proximity to our schools and be visible across our school sites and head office.

This is a hybrid role, enabling you to work remotely, with reimbursement for required travel.

**Salary:** £125,000



**Benefits:** Our schools are focused on ensuring excellent provision and are constantly reflecting on what is best for our working environment and for the young people in our care. All of us at our Trust want children to achieve socially, personally and academically, and leave school with a crucial sense of possibility, vital for success in life.



We are looking for colleagues to join a professional family that values partnership and collaboration. When you work with us, you will be supported in your professional development and growth, benefiting from a culture of continuous improvement and care.

## Thrive with:

- EAP programme, including access to counselling and practical support 24 hours a day, 365 days a year, for you and your household.
- Access to the Wisdom wellbeing app (via EAP), plus other health and wellbeing initiatives.
- Online resources to support with life's challenges.
- Dedicated planning time, with all schools providing three additional days each year (in addition to INSET), supporting workload balance and staff wellbeing.



- Flexible PPA arrangements, supporting effective planning time and staff wellbeing.
- Leave policy, including the ability to apply for specific leave requests.
- Family-friendly policies, including enhanced maternity and adoption benefits (an additional three and a half months' pay).
- Eye tests and, where lenses are required for DSE use, a contribution towards lenses.
- Funded annual flu vaccine.



#### Reward with:

- Access to the Teachers' Pension Scheme (defined benefit pension scheme).
- Annual leave: 32 days plus bank holidays and four Trust Days, which are additional leave days on set dates throughout the year.
- Access to on-site car parking.
- Free tea and coffee.
- Occupational sick pay.

#### Option to benefit from:

- Cycle to work scheme.
- Access to lifestyle savings, a health cash plan, and support for mental and financial wellbeing through our partner VIVUP.
- Access to a range of external discount platforms available to education staff (e.g. Discounts for Teachers, Blue Light Card, Company Shop and Teacher Perks), offering savings on everyday costs.
- Additional pay-as-you-go additions to the wellbeing portal.

“ We understand that we will achieve more together than we can alone. We value kindness and build trust. ”



## How to Apply

The process is being supported by Stuart Reeves from ASCL's Leadership Appointment Service. Interested candidates who wish to have an informal conversation about the post should contact Stuart at [Stuart.Reeves@ascl.org.uk](mailto:Stuart.Reeves@ascl.org.uk).

Candidates who would like to arrange a visit or discuss the role before making a formal application can do so with Allyson Brown, CEO Designate, by emailing Rebecca Shakespeare at [rshakespeare@catschools.uk](mailto:rshakespeare@catschools.uk).

The full application pack and process are available via our careers page:  
<https://mynewterm.com/jobs/2755/EDV-2026-CAT-95741>

**Closing date for applications:** Monday 15<sup>th</sup> June 2026 (12.00 pm)

**Shortlisting of applications:** Friday 19<sup>th</sup> June 2026

**Interviews and assessment activities:** Tuesday 7<sup>th</sup> and Wednesday 8<sup>th</sup> July 2026 at Trust HQ, Dimpleby House, Tamworth.

*Community Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment and to undergo appropriate checks, including enhanced DBS checks, online checks and references, and to demonstrate a commitment to the standards which flow from the Community Academies Trust vision and values.*

This post is exempt from the Rehabilitation of Offenders Act 1974.

The role is covered by Part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

For queries regarding the application process, please contact a member of the Community Academies Trust Human Resources team on 01827 702216.

Community Academies Trust supports equal opportunities employment.

Community Academies Trust Company Registration No. 07472736

“ Education is for improving lives and for leaving your community and world better than you found it. ”

