

# Job Description – Deputy CEO



Diocese of Salisbury  
Academy Trust  
*'Beyond expectations for all of God's children'*

**Reports to:** Chief Executive Officer, Board of Trustees

**Accountable for:** Regional Directors of Education, Professional Learning and Improvement Leader

**Liaison with:** DSAT Board; DSAT SLT; Academy Standards and Ethos Committees; Head of Governance.  
DSAT colleagues, Diocesan Board of Education; Headteachers; Staff; Pupils.

## Statement of Purpose:

- As an outstanding and inspirational leader, support the CEO with the upholding and development of the Trust's Christian vision, values and ethos.
- In conjunction with the CEO, be responsible for Trust effectiveness, specifically for the performance, excellent outcomes and strong progress of schools, through the strategic development of school improvement and the direction and line management of Regional Directors of Education (RDEs).
- To lead all aspects of the [Trust's Strategic Plan](#) in relation to education and safeguarding, and other areas as agreed.
- To secure accelerated and sustained Trust-wide improvement in schools through the leadership and development of the [Trust Improvement Model](#) (TIM).
- To lead the Trust's monitoring and evaluation of school standards: quality assurance and impact of schools' internal accountability and self-evaluation processes; rigour of academy improvement plans; leadership of Academy Improvement Meetings (AIMs).
- To lead and develop safeguarding across the Trust.
- To lead the work of the Trust Standards and Ethos Committee.
- To deputise for the CEO as required.

## Key Responsibilities:

### 1. Strategic

- With the CEO, develop and lead improvement in line with the Trust's vision, values and Strategic Plan.
- Play a lead role in the development and monitoring of the Strategic Plan, demonstrating and setting an example of high expectations in all areas.
- Engage in Board meetings, reporting on progress and development, particularly in relation to school improvement and safeguarding.
- Be an active member of the Senior Leadership Team, meeting on a regular basis to report on progress and identify areas for on-going development
- Provide timely, accurate and detailed analysis of relevant data across the Trust, responding to challenge and adapting improvement strategies accordingly.
- Lead development of the Trust's information management systems for school performance and safeguarding.

### 2. Leadership and Management

- Act for the CEO at meetings, events and when liaising with agencies/external bodies.
- Be accountable for accelerated and sustained school improvement through strategic leadership of the Trust Improvement Model, ensuring Trust-wide ownership and differentiated / bespoke delivery.
- Direct and hold to account RDEs, overseeing and supporting their line management of Headteachers within their region, to sustain and develop success and ensure rapid and secure improvement where required. Making recommendations on pay to the Trust Board via the Chief Executive.
- Line manage and hold to account other members of the Academy Improvement Team, facilitating their delivery of Trust-wide strategies for vulnerable and disadvantaged children, teaching and learning, and leadership development.
- Hold to account and provide direct intervention support for those Headteachers and Academy Standards and Ethos Committees (ASECs) of schools that are Recovery or Repair, leading all Team Around the School meetings.

- Scrutinise or lead the appraisal of Headteachers in Recovery and Repair schools, where necessary, building a strong working relationship with these leaders and others to support the development of their professional practice and ensuring that actions bring about improved performance quickly and effectively.
- Coach Headteachers and senior leaders, supporting the growth of professional confidence in all aspects of school improvement, which positively impacts on school and Trust-wide outcomes.
- Induct, mentor and coach new members of the Academy Improvement Team, supporting their professional learning and growth.
- Delegate induction of new Headteachers, establishing a culture of high expectations in line with the Trust's vision.
- Foster the well-being of the Academy Improvement Team and Headteachers, helping them to take responsibility for their own wellness.

### 3. Standards and Ethos

- Be accountable for all aspects of teaching, learning and standards across the schools in the Trust, set high professional standards and ensure the education vision is understood and embraced.
- Be the lead professional for the Trust Standards and Ethos Committee.
- Champion the vision and ethos of the Trust at all times.
- Report to the CEO on the Programme for Church School Flourishing, by managing the work of the Leaders for Church School Flourishing, ensuring that Trust schools are deeply Christian in terms of vision, values and ethos, provision, governance and recruitment.
- Take the lead in maintaining strong links with the Diocesan Board of Education and promoting the Church of England Vision for Education.
- Be responsible for developing and leading the Trust Improvement Model, providing quality assurance and accountability.
- Lead target-setting and appraisal processes, through the RDEs, with Headteachers and schools.
- Lead the Academy Improvement Team in providing dynamic, strategic direction and leadership for teaching and learning across the academies.
- Take a direct lead in the provision of challenge and support to those schools identified as Recovery or Repair in the Trust Improvement Model.
- Champion the needs of the most vulnerable pupils, ensuring effective provision and line managing the work of the RDE with responsibility for inclusion.
- Line manage the strategic lead for the Collaborative Professional Learning programme.
- Oversee the deployment of Headteachers and Trust Lead Teachers (TLTs) to support the growth and development of schools across the Trust, commissioning external support as required.

### 4. Resources

- Utilise funding and resources to deliver the Trust Improvement Model such that school leaders are empowered, accountabilities and support structures continuously evolve, and improved outcomes are evident.
- Advise on the allocation of resources across the Trust with the CEO and CFOO, including in relation to initiatives within the Trust's Strategic Plan.
- Work closely with all stakeholders, as required, to support the effective management of delegated budgets and resources to achieve improvement in line with targets.
- Deploy academy improvement support from RDEs, TLTs, Headteachers and others.
- Provide intervention and support where needed to ensure that school budgets deliver effective improvement within the available resources.
- Support applications for grant funding and play an active role in the use of such funds.

### 5. Safeguarding and Compliance

- Champion a strong safeguarding culture across the Trust.
- Be the Designated Safeguarding Lead for the Trust, supporting Trust Deputy Designated Safeguarding Leads and Headteachers as required.

- Liaise with the Trust's external safeguarding advisors to ensure the delivery of effective support services and training.
- Develop safeguarding policy, procedures and strategy on an on-going basis, that meets all current legislation and requirements.
- Meet regularly with the Safeguarding Trustee.
- Promote the policy framework of the Trust and contribute to its development and on-going review.
- Work with the SLT to ensure that all legislative requirements are met.
- Provide relevant reports to the Trust Standards and Ethos Committee, responding actively to ensuing committee discussion.

## 6. Partnership and Networking

- Develop and maintain effective relationships with Trustees, the Regional Directors of the DFE and Ofsted, Salisbury Diocesan Board of Education, other diocesan representatives, local authorities Headteachers, Governors, parents, Teaching School Hubs, ITT, NPQ and other training providers, and any other external agencies with an interest in the Trust.
- Extend collaborative working between schools, spreading best practice and enhancing outcomes across Hubs and the Trust, as well as beyond the Trust.
- Support effective communication systems, both internally and externally, liaising with all stakeholders as required.
- Be an effective champion for the Trust and representative for the CEO, supporting growth, leading aspects of the Trust's due diligence process and working with new joiners to enable them to deliver effective provision and outcomes as rapidly as possible, or strengthening and sharing their best practice for the benefit of others.

The above is not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as are reasonably assigned to them by the CEO/Trust Board.

This job description will be kept under review and may be amended at any time through discussion and consultation between the Deputy CEO, the CEO and members of the Trust Board.

# Person Specification – Deputy CEO



	Essential	Desirable	Assessed
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Degree level qualification</li> <li>Teaching qualification</li> </ul>	<ul style="list-style-type: none"> <li>Accreditation / experience as an OFSTED inspector or other external advisor</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Reference</li> <li>Interview</li> </ul>
<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>Knowledge of the OFSTED Inspection criteria and processes</li> <li>Knowledge and experience of the SIAMS inspection framework</li> <li>Successful Headship / Senior Leadership that has led to demonstrably strong outcomes</li> <li>Experience in organisational, resource and financial management Experience of working with senior leaders in schools</li> <li>Experience of supporting successful school improvement, across multiple schools</li> <li>Experience of writing and presenting policy and strategy, recommending appropriate future action</li> <li>Experience of effective partnership working and of developing good working relationships with all stakeholders</li> <li>Experience in the analysis and evaluation of performance data across more than one school</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working at Director level within an organisation</li> <li>Experience of executive leadership within a Trust</li> <li>Higher level qualifications</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Reference</li> <li>Presentation</li> <li>Interview</li> <li>School visit</li> </ul>
<b>Leadership and Management Skills</b>	<ul style="list-style-type: none"> <li>Interpersonal skills and proven ability to develop and implement strategies to achieve positive outcomes</li> <li>Ability to quickly adapt to change</li> <li>Proven ability to generate and deliver collective vision and shared purpose</li> <li>Demonstrable commitment to on-going development and the learning of new skills where required by the role</li> <li>Ability to collect evidence and make sound judgements against agreed criteria</li> <li>Effective organisational skills</li> <li>Advocacy, facilitation and negotiation skills</li> <li>Able to support and live out the Christian ethos of the Trust</li> <li>Excellent interpersonal skills with personal credibility to challenge and influence at senior level</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of the statutory and financial framework in which Trusts operate – the Academy Trust Handbook</li> <li>Familiar with the workings of a Trust</li> </ul>	<ul style="list-style-type: none"> <li>Reference</li> <li>Tasks</li> <li>School visit</li> <li>Interview</li> </ul>

	Essential	Desirable	Assessed
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Demonstrable personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people, and raising standards</li> <li>• High levels of personal resilience and dedication</li> <li>• The ability to reflect critically but constructively on a range of educational issues, challenges and opportunities</li> <li>• Commitment to support the aims of the Trust</li> <li>• Commitment to Church schools</li> <li>• Ability to and enthusiasm for travel within the Diocese in order to carry out duties</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to provide spiritual leadership within the context of Church school leadership</li> <li>• Eternal optimism!</li> </ul>	<ul style="list-style-type: none"> <li>• Reference</li> <li>• School visit</li> <li>• Interview</li> </ul>