



APPOINTMENT OF
DIRECTOR OF EDUCATION
EXCELSIOR MULTI ACADEMY TRUST

Multi Academy Trust

CLOSING DATE: 15TH JUNE 2026

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Our Vision

All our schools to be outstanding beacons of equality, where pupils succeed in a safe, innovative, and vibrant learning community.

At Excelsior we believe Excellent teachers change lives! We are creating a culture of high expectation, high support, and low threat. This means we expect the best, support our staff to be the best in an environment of challenge and support. We have cornerstone values that we live by and deliver every day.

They are;

Aspiring from the start - Where ambition begins on day one.

Engaging learning - Unlocking minds every day.

Succeeding together - Alone you're good. Together we're amazing.

Ensuring equality for all - Equality – First, foremost, forever.

We are passionate about excellence. Our 10-year Big Hairy Audacious Goal is to be World Famous for innovative education. We are innovative in our approach to teaching and learning and school improvement and our schools are developing innovative and creative curriculums to ensure our children get the very best.

At Excelsior we believe staff happiness and organisational culture are essential to the trust and school success. We have developed a comprehensive people strategy to support our growth and help make us the employer of choice.

Our current schools are:

- Colmers Farm Primary School
- Green Meadow Primary School
- Parkfield Community School
- Turves Green Primary
- Highters Heath Community School
- Heath Mount Primary School
- Thorns Primary School
- The Meadows Primary School

We are proud of all our schools and staff. Each of the Trust's academies is as unique as the local community it serves. All benefit from Excelsior's close collaboration with parents and guardians, academia, government, social and commercial partners, for the benefit of every child in our care, today and in the future.

At Excelsior we want to provide the very best for our children giving them a rich diet of opportunity. These opportunities include our STEM centre at Parkfield, our dedicated art/dt classrooms at Green Meadow and Colmers Farm and the newly designed VR room at Green Meadow.

Presently we have 2 Centres of Excellence for Oracy at Colmers Farm and Parkfield, respectively.

We have many talented staff in our trust and are always looking to give our staff the opportunity to excel. We have teachers who are nationally recognised in the teaching of Maths, the development of oracy and the teaching of personal development.

Excelsior is at an exciting time in its journey of growth and continuous improvement. We are a trust driving forward in a high expectation, high support, low threat culture.

Our Schools

Multi Academy Trust



Job Description

Director of Education

Responsible to: Chief Executive Officer

Core Purpose

The Director of Education is a lead professional and a significant role model with a wide sphere of influence within the Excelsior Multi Academy Trust (MAT). Our Director of Education will always demonstrate Excelsior's vision and values whilst always respecting cultural diversity within contemporary Britain. These values and ambitions displayed will also help to determine the achievement of academies and their pupils, as well as ensuring high expectations and aspirations are there for all – staff, students, governors, and communities.

The Director of Education is accountable for ensuring the educational success of the primary academies within the overall framework of the MAT's approach to school improvement as well as the individual academies' strategic plans. They are responsible for providing support and challenge to each academy's Headteacher/Head of School and the School Improvement Committee across all aspects of their work. They should create a culture of constant improvement and be an aspirational leader, committed to the highest achievement for all across the MAT. The Director of Education will have line management responsibilities for Headteachers, working closely with the Regional Governing Bodies and attending Regional School Governing Body meetings.

We are particularly interested in candidates that are either a serving Ofsted Inspector or HMI (His Majesty's Inspector), as the role includes the leadership of Monitoring and Evaluation across the Trust.

Role Accountability

- All schools good or better
- Outcomes for children at least in line with national averages
- School leadership is highly effective
- Excelsior growth

1. Strategic Leadership

- a. To lead by example, provide dynamic, consistent, and motivational leadership, ensuring the successful delivery of the vision, ethos, aims and objectives of the academies and of Excelsior.
- b. To gain commitment to the need for improvement, creating a culture of high expectation, high support, and low threat.

- c. To carry out Headteacher appraisal in line with the Excelsior Professional Growth Policy
- d. To work with each Headteacher and the School Improvement Committee, and under the guidance of the Chief Executive Officer (CEO) develop the shared vision and strategic plan for the academies, which is responsive to the communities they serve.
- e. To establish collaborative and open relationships with all stakeholders and particularly the school improvement committee.
- f. To secure the commitment of parents and the wider community to the vision and direction of the academies and the Trust in conjunction with the Headteacher/Head of School at each academy.
- g. To present a cutting-edge approach to Executive Leadership through self-development including engagement in podcast and wider reading with a focus on organisational excellence.

2. High quality Learning and Teaching

- a. To ensure academies engage the learner through creating effective, interesting, and innovative teaching and learning with well-qualified and creative teachers and support staff in partnership with relevant Senior Leadership Team members/Teacher Coaches.
- b. To secure and sustain effective, high-quality teaching and learning by ensuring each Headteacher has in place sound strategies to improve the quality of teaching across the school and can effectively monitor pupil achievement and identify effective interventions to close the attainment gap.
- c. To identify and act on areas of improvement in relation to the curriculum and assessment through robust and effective monitoring and evaluation.
- d. To ensure that a high-quality educational experience is available for all children (whole person as well as academic).
- e. To promote excellence in spiritual, moral, social, and cultural education and development for all children.
- f. To ensure that effective and appropriate pastoral support is available to children in the academies.

- g. To develop an inclusive and supportive approach so that each academy is a place where all children and the wider school community feel welcome.
- h. To secure approaches to behaviour that are based on positive strategies.

3. Systems and process

- a. To ensure academy priorities are consistently and effectively implemented and the impact monitored for pupil progression, attainment, and achievement.
- b. To secure robust academy self-evaluation and quality assurance procedures are in place.
- c. To work with the Headteacher and Excelsior colleagues to recruit and retain develop staff of the highest quality.
- d. To develop a culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with under performance in accordance with Trust Professional Growth and Capability policies and procedures.
- e. To ensure that each academy Headteacher have in place for all staff clearly defined responsibilities and accountabilities.

4. The self-improving school system

- a. To treat everyone within each academy fairly and equitably demonstrating our core values such as respect, forgiveness, justice, and humility.
- b. To motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs and identified through the appraisal process.
- c. To develop leadership capacity at all levels, through coaching and other appropriate means.
- d. To support each academy to establish strong middle leadership roles within a distributed leadership structure.
- e. To ensure staff across Excelsior academies have opportunities for career development and develop processes to grow our own talent.

- f. To keep abreast of educational developments and best management practice to introduce appropriate innovation.
- g. To contribute to collaborative work across academies and support other staff in participating in Trust work, developing strong, positive relationships with colleagues in the MAT.
- h. To contribute to the development of Trust strategies and policies and promote the academies and the Trust in a local and national context and participate in Trust wide activities to share best practice,

Any other duties as directed by the Chief Executive Officer commensurate with the role and grade.



Director of Education Person Specification

Area	Requirements/specification	Essential/ Desirable
Education/ Qualifications	Qualified Teacher Status	Essential
	Degree or equivalent	Essential
	Professional Leadership Qualification (e.g.NPQH)	Desirable
	Either a serving Ofsted Inspector or HMI (His Majesty's Inspector)	Desirable
Professional Development Teaching & Learning	Evidence of commitment to own professional development	Essential
	Commitment to securing equality of opportunity throughout the MAT	Essential
	An understanding of national policy, curriculum, and assessment developments and the statutory and legal framework within which a school operates, including the Ofsted Inspection Framework	Essential
	Secure knowledge of what constitutes highly effective teaching and its impact on the outcomes of all pupils	Essential
	The ability to maintain high standards of pupil behaviour and attitudes to learning	Essential
	Experience of multiagency working to support vulnerable children and families, and to promote excellent attendance	Desirable
	An understanding of effective financial management	Desirable
Skills & Experience	Proven track record of school improvement and experienced school leader	Essential
	Demonstrable impact as an Executive Headteacher across multiple headships.	Desirable
	Excellent interpersonal and communication skills	Essential
	The ability to work closely with colleagues	Essential
	The ability to analyse and interpret data accurately to inform school improvement and to monitor pupil progress	Essential

	<p>The ability to engage leaders at all levels in systematic and rigorous monitoring and evaluation</p> <p>The ability to effectively evaluate school performance and accurately identify priorities for improvement</p> <p>The ability to work effectively with the governing bodies, enabling governors to fulfil their roles and meet their responsibilities</p> <p>The ability to work in collaboration with other schools, fellow professionals, and external organisations to improve outcomes for all children</p> <p>The ability to drive improvement and challenge underperformance</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>
Personal Qualities	<p>Demonstrate a passion for teaching and learning</p> <p>Communicate effectively and develop positive relationships with all stakeholders</p> <p>Demonstrate excellent interpersonal skills</p> <p>Be decisive, consistent, and focused on solutions</p> <p>Demonstrate the capacity to lead others, be reflective, resilient and adaptable</p> <p>Be able to motivate and inspire others</p> <p>Listen carefully and consider the views of others</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>
Safeguarding	<p>Knowledge of national and local safeguarding guidance</p> <p>Experience of safeguarding and promoting the welfare of children and young people</p> <p>A commitment to work with relevant agencies to protect children and young people</p> <p>Knowledge of best practice and procedures in school for safeguarding children and young people</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>

All applicants will be required to demonstrate their suitability to work with children, including motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour and attitudes to the use of authority and maintenance of discipline.

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