



CHIEF EDUCATION OFFICER RECRUITMENT PACK

APRIL 2026

ETHOS
ACADEMY TRUST

Welcome from the Chief Executive Officer



Dear Applicant,

Thank you for your interest in this vital post of Chief Education Officer 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.

With best wishes,

A handwritten signature in blue ink, appearing to read 'Chris Davies', written over a light blue horizontal line.

Chris Davies
Chief Executive Officer



Our Academies



Ethos College provides long-term full-time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging social, emotional and 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.



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.



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.

Our Academies



Reach Academy is a well-established school for children in Key Stage 3 (ages 11 to 14) with social, emotional and 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.



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 (SEMH) 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.

Our 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

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



About the Role

We are looking to appoint an experienced and motivated Chief Education Officer to improve and support young people's education.

The Chief Education Officer role is also de facto Deputy CEO of the Trust. As such, you will provide strategic leadership, working collaboratively to shape the future of the Trust and its school communities. You will support the Chief Executive in driving the Trust through its next phase of growth and development.

In this role, you will have overall responsibility for the Trust's Education Strategy and the performance of all schools within the Trust. You will also directly oversee all Headteachers and members of the School Improvement team.

We are looking for an individual with a relentless focus on school improvement, a willingness to embrace innovation and a strong track record of achieving high standards. A qualified teacher status and an honours degree or equivalent is essential to the role.

The ideal candidate will demonstrate diligence, tenacity, enthusiasm and self-motivation, responding positively under pressure while remaining approachable and consistent in their leadership.

Above all, we are looking for an inspirational leader with the passion and determination to provide an outstanding education for our young people.

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.



Job Description

Job title: Chief Education Officer (CEdO)

Location: Ethos Academy Trust Office base at Reach Academy, Batley

Please note: *this role requires significant travel to various school sites and should not be considered office-based. However, aspects of remote work are supported, offering flexibility where possible.*

Hours: Full time - full year

Reports to: Chief Executive Officer

Staff responsible for: Executive Headteachers, Headteachers, Heads of School and members of the School Improvement Team.

Salary: L25- L31: £89,830-104,040

PURPOSE OF THE ROLE:

This is the most senior role leading the educational function across the Trust. This is a very strategic role that aims to raise the aspiration of all, delivering on the mission of the Trust.

The role of CEdO, and de facto Deputy CEO, sits as part of the Trust Executive Team and reports directly to our CEO. The post holder will lead school leaders, Executive Headteachers, and the school improvement team. This role also plays a significant role in our governance structure and with external stakeholders such as Ofsted and the DFE.

The role is expected to improve standards so that schools deliver the best possible outcomes for pupils in our schools. The post-holder will take ultimate responsibility for the deployment of resources for maximum impact.

This role will also cover in the absence of the CEO.

KEY OBJECTIVES AND ACCOUNTABILITIES

MAIN DUTIES

- Have overall responsibility for reporting to the CEO and the Board of Trustees on the strategy, improvement initiatives and performance of each academy.
- With the CEO and Executive Team, be accountable for the academic performance of the academies and the leadership teams therein by holding them to account.
- Support the CEO to devise and implement the agreed strategy; project managing and demonstrating leadership in respect of the Trust's central services and delegated model to schools.



Job Description

- Ensure that the academies (under the day-to-day leadership of their respective Headteacher/Head of School) make impactful and sustained improvement with minimal disruption to progress; ensuring that aspirations and standards continue to rise over time.
- Work with each academy to ensure they are prepared for regulatory inspections and monitoring visits. In conjunction with each Headteacher/Head of School, ensure improvement strategies (including those identified through inspection and monitoring visits) are mapped out, actioned and followed up.
- With the CEO and Executive Team, lead the on-going development of staffing structures across the Trust to ensure that they are sustainable, fit for purpose and facilitate collaboration and continuous improvement across each academy.
- Have overall responsibility for securing appropriate assessment and target setting systems including direct support to the Headteachers/Heads of School on self-evaluation, ensuring it is rooted in secure data.
- With the SENDCOs/Executive Headteachers, engage in local and national SEND-related activity and secure access to key groups.
- Deputise for the CEO in their absence, working with others who share this responsibility.
- Support the CEO to identify risks and opportunities to design highly effective and ambitious strategic plans and objectives.
- To critically analyse the performance utilising a range of data available of schools across the trust based on a wide range of indicators.
- Design and lead the Trust framework / school improvement strategy and line manage a range of senior colleagues.
- Leading teams around the school meetings, project planning and staff deployment. Evaluate the impact of school improvement actions.
- Strategically lead on assessment across the Trust.
- Actively ensure that the Trust's vision and values are embedded and that all Trust policies and procedures are implemented across the Trust.
- To provide strategic leadership, increase capacity and help secure the long-term success of the Trust by contributing to shaping the direction the Trust and the wider school-led education system.
- Support the day-to-day operations of the Trust, working closely with members of the Executive Team, Central Team and school leaders to deliver sound operation services.

LEADERSHIP & STRATEGY

- Provide enthusiastic, innovative and consistent strategic leadership throughout the Trust, bring about a shared accountability culture.
- Design and implement a Trust framework for improving schools in all areas, including traditional school improvement.



Job Description

LEADERSHIP & STRATEGY

- Act as an ambassador for the Trust locally, regionally and nationally, promoting the ethos and values of the trust at all times.
- Lead the annual Trust Leadership conference and also the Trust wide annual INSET day.
- Utilise all the evidence available to assess the progress being made by each school in the Trust. Analyse the evidence critically, being honest with the findings.
- Utilise the analysis of information to determine the school improvement needs of each school on an ongoing basis, and that as a collective Trust.
- Deploy school improvement resources appropriately based on an analysis of needs and in line with the Trust Framework / School Improvement Strategy.
- Lead Headteachers/Head of School meetings and Trustee meetings including the Trust Board and Learning and Achievement as appropriate.
- Provide thorough, clear, accurate and up-to-date reports on school standards and effectiveness within the Trust to the CEO, Executive Team, Local Governing Boards and the Trust Board.
- Work alongside the Executive Teams to assist them in meeting the demands of changing legislation and changing practice and ensuring the effective implementation of new initiatives and developments in the education system.

EDUCATIONAL PROVISION AND STANDARDS

- Support schools before, during and after Ofsted Inspection.
- Co-ordinate and lead the deployment of the Trust school improvement partner.
- Ensure the curriculum in schools is broad, balanced and schools collaborate where possible.
- Ensure that the necessary actions needed to bring about improvement are implemented quickly and effectively, and that such actions have the required impact.
- Monitor the performance of Trust schools; agree on challenging and meaningful targets for improved outcomes by supporting the development and implementation of robust self-evaluation and school improvement plans/strategies.



Job Description

EDUCATIONAL PROVISION AND STANDARDS

- Hold other Trust and school leaders accountable for the educational performance of their schools.
- Create a positive culture of challenge, support and high expectations.
- Agree curriculum non-negotiables with the CEO, Executive Headteachers and Heads of School to meet statutory and pupil requirements.
- Make accurate judgments on the development state of all schools within the Trust using first-hand knowledge from visits, documents, discussion, observations and data to ensure all the Trust schools receive the correct programme of support as articulated in the School Improvement Offer/Trust framework.
- Attend and deliver at school/trust based conferences.
- Provide thorough, clear, accurate and up-to-date reports on school standards and effectiveness within the Trust to the CEO, Executive Team, and governance functions.
- Analyse a range of data and support school leaders in the interpretation and use of data to challenge and support individual schools to raise standards.
- Provide an objective review of school performance data by benchmarking against national statistics, local statistics and other settings with relevant demographics.
- Develop the reputation of schools/trust locally, regionally and nationally.
- Have the ability to present complex information in a consistently credible manner to the Board of Trustees and external parties.

PERSONNEL AND RESOURCES

- Ensure that all resources are deployed for the best possible outcomes for pupils and securing best value.
- Assist in the recruitment and induction of staff and school and Trust level.
- Promote and lead aspects of the People Strategy.
- Design and lead aspects the Trust strategy in the development of talent management and succession planning.



Job Description

TRAINING AND PROFESSIONAL DEVELOPMENT

- Alongside the Trust leader(s) responsible for the CPD; develop programs of professional development for school middle and senior leaders which develop capacity across the Trust and ensure strategic priorities and operational plans are delivered effectively.
- Coordinate Trust-wide CPD, working with those who have local responsibility for CPD.
- With Executive Headteachers coordinate Trust-wide ITT programmes.
- Disseminate best practice so that it is shared across schools.
- Through the leadership of others, ensure that there is an appropriate, both challenging and supportive ECT programme in place for all staff.
- Further develop the Trust's network of subject and leadership networks, ensuring agendas and business are relevant.
- Act as appraiser of key staff as directed by the CEO.
- Willingness to undertake HMI inspector training.

OTHER REQUIREMENTS

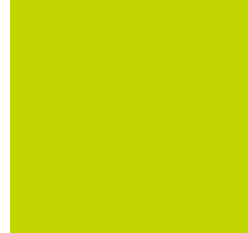
- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure. An enhanced DBS check and pre-occupational health check are an essential part of the selection and recruitment process.
- Develop an understanding of the Trust's policies and procedures, complying with their content and raising concerns in a timely manner.
- Undertake any other reasonable requests of the Trust Board or CEO.
- Comply with all health and safety requirements within the Central Team and the schools you are working in.
- We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work. We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applications with disabilities will be granted an interview if the essential job criteria are met.



Person Specification

Key: E = essential criteria and D = desirable criteria.

	ESSENTIAL / DESIRABLE
QUALIFICATIONS/ TRAINING	
Qualified teacher status	E
A good honours degree or equivalent	E
Evidence of recent and relevant training and development at an Executive leadership level	E
Specialist/Local Leader of Education	D
National Leader of Education/NPQEL	D
NPQH or other school leadership accredited training	D
Ofsted training / experience	D
EXPERIENCE	
Experience of working at Trust Executive Level	E
Experience of working with the Department for Education & Ofsted	E



Person Specification

Key: E = essential criteria and D = desirable criteria.

	ESSENTIAL / DESIRABLE
Experience working in Alternative Provision or Special Education	E
Clear and demonstrable experience of working at scale over three or more sites	E
Experience of creating Trust-wide strategy for improvement	E
Significant experience of presenting at Board level	E
Successful, significant and substantial senior leadership	E
A proven track record of leading impactful school improvement, including the use of targeted CPD, assessment strategy and Ofsted outcome	E
Proven ability to improve school performance and build leadership capacity through coaching, challenge and support	E
Creating, implementing, monitoring and evaluating school improvement strategy and action that secures rapid improvement	E
An excellent teacher with a proven track record of achieving high standards and the ability to demonstrate and inspire outstanding teaching/classroom practice	E
Experience of successful performance management by monitoring, evaluating and delegating effectively	E



Person Specification

Key: E = essential criteria and D = desirable criteria.

	ESSENTIAL / DESIRABLE
Experience of leading and managing innovation and achieving change	E
Effective management of people and resources, including other MAT wide professionals	E
Experience of working in more than one Trust	D
Experience of working in AP, Special and the mainstream sector	D
Leading a school improvement team in a MAT	D
Demonstrable improvement beyond traditional school improvement	D
Have experience being a Board Chair	D
LEADING VISION & STRATEGY	
Have a clear understanding of how to strategically manage vulnerable groups of learners	E
Understand how to set and achieve high aspirations and lead effective strategies across all aspects of an academy including curriculum, learning and communication	E



Person Specification

Key: E = essential criteria and D = desirable criteria.

	ESSENTIAL / DESIRABLE
Have a clear understanding of the strategies to establish consistently high standards of results and behaviour in schools and commitment to relentlessly maintaining these standards	E
Experience of academy sponsorship and growth	D
Experience of free school development	D
A deep knowledge of Arbor MIS	D
Experience of the process of academisation	D
LEADERSHIP	
Experience of leading, coaching and motivating other Trust leaders	E
Demonstrable evidence of effectively manage under performance	E
Ability to identify and act upon the key issues relating to leadership and management in relation to school improvement	E
Experience of leading extensive and purposeful professional learning and development to teachers, support staff, senior leaders and Trust leaders	E
Have a comprehensive understanding of national policy, legislation and current international thinking on education achievement and improvement	E



Person Specification

Key: E = essential criteria and D = desirable criteria.

	ESSENTIAL / DESIRABLE
Leadership within an academy	D
Leadership of a group of schools	D
KNOWLEDGE/SKILLS	
Knowledge of models of teaching and learning, assessment and reporting	E
Knowledge of MAT governance	E
Knowledge of Alternative Provision	E
Have an ability to use data and broader information to analyse the progress of pupils across a range of phases and settings	E
Have a passion for on the highest standards in the learning process	E
Have financial awareness and the ability to understand, plan and manage a school improvement budget	E
Have the ability to analyse and interpret complex information and explain key elements with credibility to a range of audiences including Trustees	E
The ability to think strategically and to plan and implement change as necessary	E



Person Specification

Key: E = essential criteria and D = desirable criteria.

	ESSENTIAL / DESIRABLE
The ability to inspire, challenge and motivate others and create effective relationships between all stakeholders	E
The ability to build effective working relationships and networks both within and outside the Trust	E
Commitment to the safeguarding and welfare of all pupils and staff – knowledge of current child protection guidance, safeguarding, and health and safety requirements	E
In depth knowledge and understanding of the wider educational agenda including current national policies and educational issues	E
Clear decision-making skills and a proven track record of problem solving and conflict resolution	E
The ability to model the values of the Trust and lead by example	E
Knowledge of academy finance	D
Knowledge of free schools	E
PERSONAL QUALITIES	
Relish accountability and take personal responsibility for own actions	E



Person Specification

Key: E = essential criteria and D = desirable criteria.

	ESSENTIAL / DESIRABLE
Not to see travel as a barrier to getting the job done	E
Excellent critical thinking skills and intellectual curiosity and rigour	E
Work flexibly and with emotional resilience; highly approachable, very grounded and make sensible judgements, even when under pressure	E
Has significant personal presence; consistently inspires confidence and respect	E
Self-motivated and well organised	E
Commitment to working collaboratively with the Trust and embedding the Trust ethos and values in the schools	E
Excellent interpersonal and communication skills with a high degree of self-awareness	E
Experience of working remotely, while at scale	D

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children and young people and to be committed to promoting diversity and inclusion

How to apply...

To arrange an informal, confidential discussion regarding this role, please contact Laura McGunigle at Satis Education on 07931 384683 or email Laura@satiseducation.co.uk

- **The closing date for applications is:** XXXXXXXX at 9:00 am
- **Remote tasks will take place on:** XXXXXX 2026
- **Interviews will take place on:** XXXXXX 2026

The Trust reserves the right to close the recruitment process early if necessary.

Please read the information in this pack. If you decide to apply, please complete the personal statement section on the application form, which is no longer than two A4 pages. In your personal statement, explain your reasons for applying for the position, refer to the information contained in the pack, specifically the person specification and highlight any relevant experience and personal qualities you would bring to the role.

Please apply through the following link: XXXXXXXXXXXXX



www.eat.uk.com

Field Hill Centre, Batley Field Hill,
Batley, WF17 0BQ