



[Job Description: Interim Deputy Chief Executive Officer \(0.4 FTE\)](#)

[Tennyson Learning Community](#)

Contract: 2 days per week (0.4 FTE) days TBC, fixed term for 6 months.

Ability to flex time during key periods (e.g. Inspections, growth activity)

Reporting to: Interim CEO

Salary information: Temporary 3 point(s) increment on top of current pay scale

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as defined below.

[Role Purpose](#)

The Interim Deputy CEO will work with the Interim CEO to provide a high-level executive and operational support ensuring the effective delivery of Trust priorities, strong performance across Trust schools and alignment between strategy and implementation.

The role combines operational oversight, school improvement input and system leadership, with a particular focus on enabling the Interim CEO to operate more strategically by managing key trust-wide functions, priorities and relationships.

[Key Responsibilities](#)

Executive Support to the Interim CEO

- Act as a key strategic partner to the Interim CEO in developing and delivering Trust priorities and objectives.
- Work closely with key staff, including the Interim CEO, on the operationalisation of the Trust's strategic plans, ensuring priorities are translated into clear, deliverable actions.
- Track progress against key Trust priorities, identifying risks and required interventions.
- Coordinate and align work across school leaders and the central team.
- Prepare briefings, reports and analysis to support Interim CEO and Board decision-making.

- Deputise for the Interim CEO where required, including internal and external representation.

School Performance Oversight

- Maintain an overview of performance across schools, ensuring issues are identified early.
- Support senior staff in addressing key priorities, particularly where rapid improvement is required.
- Ensure consistent use of data, quality assurance and accountability processes.
- Provide targeted challenge and support aligned to Trust expectations.

Trust Culture, Collaboration & System Leadership

- Work with the Interim CEO to actively develop and embed a strong, positive Trust culture aligned to shared values and expectations.
- Promote collaboration, transparency and collective accountability across schools.
- Facilitate Trust-wide networks and opportunities for professional dialogue.
- Model and reinforce aligned ways of working across the organisation.

Professional Development & System Capacity

- Lead Trust-wide training and development programmes, particularly for senior and middle leaders, as well as external partners and schools.
- Identify common development needs across the schools and ensure provision is aligned to Trust priorities.
- Support leadership development, succession planning and talent management.
- Enable effective sharing of best practice across schools.

Strategic Projects & Priority Areas

- Lead on specific trust-wide priorities as agreed with the Interim CEO.
- Deliver discrete strategic projects that require cross-school coordination.
- Support Trust growth activity, including onboarding new schools where required.

Governance & Accountability

- Support the Interim CEO in reporting to Trustees and committees.
- Ensure clear, accurate, and timely performance reporting.
- Contribute to risk management and compliance processes.
- Engage with Local Governing Bodies where appropriate.

Operational Alignment

- Work closely with the central team (HR, finance) to ensure effective delivery of Trust priorities.
- Ensure educational priorities are fully supported by operational planning.

Person specification

Please ensure, when completing your application form, you give <u>clear example(s)</u> of how you meet the essential and desirable criteria.			
	Essential	Desirable	Measured
Qualifications and professional development	<p>Qualified Teacher Status (QTS)</p> <p>Evidence of sustained professional development relevant to senior leadership</p>	NPQH, NPQEL or equivalent leadership qualification	1
Experience	<p>Successful senior leadership experience in primary education (Head of School or equivalent)</p> <p>Demonstrable track record of raising standards and improving pupil outcomes</p> <p>Strong track record of leading change</p> <p>Understanding of MAT structures, governance, and accountability</p> <p>Experience of working across multiple schools or within a MAT</p>	<p>Experience of working at executive level within a Multi-Academy Trust</p> <p>Experience of leading trust-wide or cross-school initiatives</p>	<p>1,2,3</p> <p>1,2,3</p>
Key Skills & Attributes	<p>Strong organisational and operational leadership capability</p> <p>Ability to translate strategy into effective delivery.</p> <p>Highly effective communicator and influencer</p>		<p>1,2,3</p> <p>1,2,3</p> <p>1,2,3</p>

Please ensure, when completing your application form, you give <u>clear example(s)</u> of how you meet the <u>essential and desirable</u> criteria.			
	Essential	Desirable	Measured
	Analytical, with strong use of data to inform action		1,2,3
	Solution focussed		1,2,3
	Ability to prioritise and manage competing demands in a part-time role		
	Excellent communication skills, including the ability to engage with Trustees and senior leaders		1,2,3
	Strong analytical skills, including effective use of data		
	High levels of integrity, with a clear understanding of public accountability and stewardship of funds		1,2,3
Knowledge and understanding	Awareness of the Academy Trust Handbook, including principles of: <ul style="list-style-type: none"> • regularity • propriety • value for money 		1,2
	Secure understanding of the primary education landscape, including curriculum, assessment, and inclusion		1,2
	Strong knowledge of school improvement methodologies and quality assurance processes		1,2

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	Essential	Desirable	Measured
	Understanding of accountability frameworks, including Ofsted expectations		1,2

Measured: 1 application, 2 interview, 3 references

Safeguarding Children and Young People

The Tennyson Learning community and the academy schools are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment.

We are committed to ensuring a positive work environment and selecting candidates who align with our values and culture. As part of our thorough recruitment process, in accordance with DfE Keeping Children Safe in Education 2024, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

Any information we come across will be handled confidentially and considered in a professional manner. Our aim is to better understand your qualifications and suitability for the role. If you have any concerns or questions about this process, please contact us for more information.

