

# Paradigm Trust Chief Executive Officer

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*Information Pack  
November 2017*



Penna

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## Welcome

November 2017



Dear Applicant,

Thank you for your interest in the Chief Executive Officer position at the Paradigm Trust.

Paradigm Trust is a multi-academy trust, formed in September 2013, when the two founding schools, both located in the London Borough of Tower Hamlets (LBTH), Old Ford Primary Academy and Culloden Primary Academy, converted to academy status. We have worked hard since this time and have sponsored four further schools, Solebay Primary Academy (SPA) in LBTH in 2014, Ipswich Academy (IA) in 2015 and most recently two further primaries; Murrayfield and Piper's Vale. All our schools are in areas of social deprivation.

We chose the name Paradigm because we believe it accurately describes our ambition and aspiration, which is to exemplify excellent educational practice. We already do this at our current schools and we aim to apply and replicate this in the schools we will sponsor in the future.

This leadership role will undoubtedly require strong professional skills combined with the vision, resilience and ability to turn strategy into action and deliver impact. In the current environment within the schools sector, it will also require a fundamental commitment to improve the life chances of all young people and to do this in partnership with the communities that our schools serve and in a context of considerable social change and funding challenges.

We are very fortunate in having talented teaching and non-teaching staff who are committed to this goal and we are now looking to appoint an ambitious and energetic Chief Executive Officer who will work alongside the talented Senior Leadership Teams of our schools and who will develop and maintain an ethos of excellent teaching and learning in line with the vision of the Trust Board.

This is a genuine opportunity to make a real difference, to build a legacy and to work with progressive like-minded professionals who share your passion for excellence. If you feel you have the ability, experience and leadership qualities to help us deliver our ambition, we would like to hear from you.

A handwritten signature in black ink, appearing to read "David Willis".

David Willis  
Director and Chair of the Board of Directors, Paradigm Trust

## About Us

Paradigm Trust (Paradigm) is a multi-academy trust with a very simple ethos: every child is entitled to an outstanding education, with equal access to knowledge, skills, opportunities, aspirations, life chances and dignity. With origins in the London Borough of Tower Hamlets (LBTH), where Paradigm has three academies, in 2015 the Department for Education (DfE) asked Paradigm to take on a fourth academy in Ipswich.

The founder schools in Paradigm, Culloden Primary Academy and Old Ford Primary Academy, are located in LBTH and were converted to academy status with effect from 1 September 2013. Both are now rated outstanding by Ofsted and Old Ford is a National Teaching School. Culloden includes a LBTH deaf support base for primary school children. On 1 September 2014, Paradigm assumed responsibility for Solebay Primary Academy, a free school in LBTH.

This school was rated as 'requires improvement' by Ofsted before joining Paradigm. In its recent Ofsted inspection, it was rated good with outstanding features – a remarkable turnaround in just over one year. LBTH has high deprivation and these schools have high proportions of children entitled to free school meals and children with English as an additional language.

Paradigm took on Ipswich Academy with effect from 1 September 2015. This school had been placed in special measures under its previous sponsor following Ofsted inspections and, under Paradigm's leadership, was judged to no longer require special measures by Ofsted (October 2016).

Murrayfield Primary Academy (Ipswich) transferred to the management of Paradigm Trust in January 2017. Piper's Vale Primary Academy (Ipswich) joined Paradigm in September 2017. Both schools were transferred at the order of the Department for Education. Paradigm was chosen as the sponsoring trust because of its local connections and strong track record in improving failing schools and the fact that MPA and PVPA are the two largest feeders into Ipswich Academy.

As at September 2017, Paradigm had 3200 pupils on roll.

## Our Approach to Teaching and Learning

We believe that children deserve the best from our schools. However, teachers and school staff cannot do this on their own. We work with everyone in our school community to achieve excellent results. This includes parents and/or carers supporting their children at home by encouraging learning, good conduct and high expectations. By working together, children in our schools can reach their full potential. Our schools offer a curriculum to enrich their lives and develop their self-esteem through:

- ❖ using good practice in teaching and learning
- ❖ being guided by a clear sense of purpose and direction
- ❖ strong and effective leadership, high expectations and a relentless pursuit for excellence where only the best will do
- ❖ valuing and developing the skills of all staff
- ❖ developing strong family and community partnerships.

School staff work closely with our very supportive academy councils – and we have forged strong educational partnerships with businesses whose contributions to our schools are invaluable.

## Our Governance

Paradigm is a company limited by guarantee and an exempt charity. The directors are also the trustees for the purposes of charity law. Paradigm's Articles of Association are the primary governing document of the company.

Paradigm is led by a team of members and directors. The members appoint the directors. Members and directors work together to provide strategic leadership and oversight, via the Board. The majority of members sit on the Board. The Board meets monthly and receives reports and recommendations from the three Board committees, and the chief executive.

The chief executive has responsibility for the day-to-day management and implementation of the decisions of the directors and is also the Accounting Officer. The chief operating officer deputises for the chief executive, in the event of their absence. In such circumstances, the chief operating officer also takes on the Accounting Officer responsibility.

## Committee Structure

The Trust has three main committees:

1. **The Education Committee** monitors the educational performance of each of Paradigm's schools, considering educational aims and setting appropriate performance targets. It also oversees arrangements for individual committee members to take a leading role in specific areas of provision e.g. special educational needs and disabilities, or child protection.
2. **The Operations and Finance Committee** considers: Paradigm's financial priorities, the management accounts, the appropriate charging of expenses; and draft budgets submitted by Paradigm schools. The committee also: ensures that Paradigm has proper insurance cover and that the regulations relating to funding are complied with, sets and monitors human resource policies/contractual terms, and monitors the management of the estate.
3. **The Audit and Risk Committee** advises the Board on: the adequacy and effectiveness of internal financial control and risk management, control and governance processes, securing value for money, the terms of appointment and the remuneration of the external auditor and the internal audit service provider; and on audit strategy.

The principal of each academy may recommend to the Board that there should also be a Community Forum for the school to provide an opportunity to raise the profile of the school in the local community and engage with a wider group of benefactors/ supporters.

Each academy also has some form of academy council/parental forum, which facilitates communication between parents/carers and the relevant academy principal. Academy councils/parental fora may ask questions of the principal about the operation/performance of the academy as well as raising any issues of concern.

For more information including our annual reports visit our website on [www.paradigmtrust.org](http://www.paradigmtrust.org)

## About the Role

This is a full-time position covering both current geographic clusters but where the prime location could be in either Ipswich or London. The salary will be competitive and commensurate with the skills, experience and abilities of the successful applicant. The Trust is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for the successful applicant.

## Purpose

The Chief Executive Officer will be an outstanding strategic leader who will develop, articulate and embed the vision, values, ethos and goals of Paradigm Trust and who will inspire and empower others to share in achieving them for the benefit of all our pupils. The CEO will be accountable and take responsibility for the performance of all academies within the Trust and will create the drive to achieve the best possible educational outcomes. As the Trust's designated "accounting officer", the CEO will ensure resources are being effectively deployed for the benefit of all pupils and that the Trust complies with all its legal and regulatory obligations.

## Responsible to Board of Directors

*Essential elements of the role:*

### 1. Strategy Development

- ✓ Understand and manage the political and policy context in which the Trust operates
- ✓ Work with directors and educational leaders to develop the Trust's vision, mission, values, operating principles and strategic priorities
- ✓ Translate the vision and goals into deliverable action plans with agreed milestones
- ✓ Manage short term operational demands and financial pressures in the context of the Trust's longer term aims

### 2. Vision, Mission and Values

- ✓ Secure buy-in across the Trust to the vision, mission, values, operating principles and strategic priorities
- ✓ Identify and embed key policies and initiatives to secure commitment and make the vision and values real
- ✓ Align people and development plans to work towards the agreed goals
- ✓ Review progress and impact and refresh action plans accordingly

### 3. Leadership

- ✓ Be a leader of learning and create a collaborative learning culture
- ✓ Understand the key drivers of school improvement and enable their application across the Trust
- ✓ Work with Principals to develop and implement strategies for academies in different contexts and at different points in their improvement journeys

- ✓ Determine the balance between curriculum content and approaches to teaching and learning

#### 4. People Development

- ✓ Distribute leadership roles and accountabilities clearly and deploy senior leadership expertise in a way that has maximum impact
- ✓ Develop a strong team culture with senior leaders and foster a collaborative ethos
- ✓ Identify emerging talent and create systems for emerging leaders to have leadership development opportunities across the Trust
- ✓ Evolve the Trust's leadership structures and succession planning

#### 5. Partnership

- ✓ Know where performance is strong and implement systems for deploying expertise to improve performance across the Trust
- ✓ Integrate formal professional development linked to classroom coaching models
- ✓ Facilitate leaders to lead joint professional development projects – linked to the Trust priorities and an evaluation/impact model
- ✓ Create networking opportunities and ways for staff to learn from and celebrate each other's efforts

#### 6. Quality assurance

- ✓ Maintain an unremitting focus on improving results and outcomes
- ✓ Know in real time the quality of teaching and learning and progress in all the Trust's academies
- ✓ Use benchmarking and peer review within the Trust and with top performing schools/academies to spur innovation and improvement
- ✓ Manage the performance of the Principals and the Chief Operating Officer/key senior support staff

#### 7. Business Strategy

- ✓ Develop and implement a strategy for growing the Trust, including the rate of expansion
- ✓ Develop and implement a strategy for integrating/procuring support functions and services – including a prioritised timetable for realising economies of scale
- ✓ Develop and implement a five-year financial strategy
- ✓ Ensure there is an effective balance between opportunities and risks

#### 8. Communication within the Trust

- ✓ Create a simple, clear narrative for what the Trust is trying to achieve
- ✓ Implement systems for communicating effectively with directors, leaders, staff, parents, pupils and the wider community
- ✓ Persuade others through promoting the vision and modelling collaborative behaviour
- ✓ Encourage and listen to feedback

#### 9. Ambassador for the Trust

- ✓ Promote the Trust's vision, values and achievements and explain the strategy and journey for improvement
- ✓ Engage with other industry partners, schools and the local community for the benefit of the wider Trust population

- ✓ Negotiate with and positively influence government representatives and other stakeholders
- ✓ Manage the reputation of the Trust

### 10. Corporate role

- ✓ Maintain and develop a scheme of management delegation and effective reporting arrangements in line with the Trust's governance arrangements
- ✓ Support the development of senior staff and directors
- ✓ Establish consistency of policies and procedures across all academies in the Trust
- ✓ Ensure compliance with all statutory, financial and regulatory requirements

### 11. Accounting officer

- ✓ Ensure that public money is spent for the purposes intended by Parliament
- ✓ Develop and maintain appropriate standards of conduct, behaviour and corporate governance in the application of public funds
- ✓ Ensure the economic, efficient and effective use of available resources
- ✓ Ensure that risk is effectively managed and that opportunities are not overlooked

### 12. Person Specification

**NB:** Please note that all criteria are essential unless otherwise indicated. Criteria are not necessarily listed in order of importance

Key Competencies, Qualifications, Experience and Personal Qualities	
Qualifications:	
1	Educated to degree level, with evidence of continuous professional development
2	Qualified teacher status (desirable)
Experience:	
3	Successful recent strategic leadership experience, gained as a senior leader within education
4	Proven track record of leading school improvement, with measurable outcomes
5	Proven track record in leading staff including building and developing a successful team, managing performance, delegating effectively and managing organisational change
6	Proven success in building effective strategic partnerships and links, including with central government
7	Experience of working in collaboration with directors, governors, stakeholders, other educational bodies and the wider community to develop positive relationships
8	Proven track record of strategic financial management to meet educational priorities and achieve value for money
9	Proven experience of successfully managing risk across a diverse range of areas, within a fast-moving political environment
10	In-depth knowledge and experience of child protection, safer recruitment and safeguarding procedures

Competencies/Personal Qualities:	
11	An excellent understanding of the schools' sector and education more broadly, with a strong grasp of contemporary educational issues including the inspection agenda
12	Understanding of multi-academy trusts and their operating environments
13	Well-developed presentation skills and experience of public speaking; the ability to communicate effectively with a variety of audiences, and act as an effective ambassador for the Trust
14	A commitment to and evidence of promoting diversity and equality in relation to service delivery and employment
15	Able to demonstrate creative and innovative thinking, with evidence of recent success
16	High expectations and personal integrity with the ability to promote and sustain the values, culture and ethos of the Trust
17	Articulate and approachable, with excellent oral and written communication skills and the ability to negotiate at all levels
18	Proven ability to analyse information from a wide variety of sources quickly and rigorously, and solve complex problems
19	Able to inspire, motivate, encourage and support staff and build strong teams in a multi-site organisation
20	Able to prioritise and demonstrate personal organisation, time management and strong leadership skills, especially under pressure
21	An outstanding reflective leader who demonstrates evidence of learning from experience and can understand and develop their own emotional intelligence
22	A strategic thinker, with enthusiasm, vision, drive, adaptability and resilience

## Response Instructions

### HOW TO APPLY:

To apply for this role, please email your application to [sharon.saggu@penna.com](mailto:sharon.saggu@penna.com)

Applications **must** include:

1. Curriculum vitae with education and professional qualifications and full employment history, giving details where applicable of budgets and numbers of people managed, relevant achievements in recent posts and latest remuneration. It is also helpful to have daytime and evening telephone contact numbers and e-mail addresses, which will be used with discretion.
2. A short covering letter explaining why this appointment interests you and how you meet the essential skills/core criteria as detailed in the person specification.
3. Your home address. This information is required to enable us to record your application on our computer system and will be kept completely confidential.

The **closing date** for receipt of applications is **Friday, 19<sup>th</sup> January (midnight)**

### QUERIES:

If you have any queries about this appointment, please contact Sharon Saggu on [sharon.saggu@penna.com](mailto:sharon.saggu@penna.com) or 020 3751 3389.

### SELECTION PROCESS:

All applications will be acknowledged shortly after receipt. If you have not received acknowledgement after five working days, please contact [jodie.lloyd@penna.com](mailto:jodie.lloyd@penna.com).

### Indicative Timetable:

KEY STAGE	TIMESCALE
Closing date for applications	<b>Friday, 19<sup>th</sup> January (midnight)</b>
Preliminary interviews with Penna	w/c 29 <sup>th</sup> January 2018
Fire Side Chats	19 <sup>th</sup> February 2018
Final Panel Interviews	23 <sup>rd</sup> February 2018

**NB:** Please note these dates in case you are shortlisted. Please indicate in your covering letter if you have difficulties with any of these dates.

