

JOB DESCRIPTION

POST TITLE:	Chief Executive Officer
POST RESPONSIBLE TO:	WMG Academy Trust Board
SALARY:	Competitive
CLOSING DATE:	Monday 25 April 2022
INTERVIEW DATE:	Week Commencing Monday 9 th May 2022
START DATE:	September 2022

The WMG Academy Trust Board seeks to appoint a motivated, dedicated, and aspirational high-profile Chief Executive Officer to provide exemplary leadership as we continue to realise our vision for “business-like and business-led” academies.

JOB OVERVIEW:

Warwick Manufacturing Group (WMG), as part of Warwick University, is the leading international role model for successful collaboration between academia and the public and private sectors, driving innovation in science, technology and engineering, to develop the brightest ideas and talent that will shape the future.

WMG Academy Trust is at the forefront of the University Technical College (UTC) Initiative, licensed by the Baker Dearing Trust, to focus on an engineering, science and maths based curriculum. The WMG Academy Trust (WMGAT) now operates 2 highly successful academies in Coventry and Solihull, which both secured ‘good’ ratings in all areas at their first Ofsted inspections

The WMGAT Board is seeking to appoint a high-profile Chief Executive Officer (CEO) who can build on the successes of its 2 academies over the last 9 years. The successful candidate will lead the MAT to not only achieve outstanding educational outcomes, but also grow its activities and continue its strong reputation for high quality placements for its students.

In particular, the CEO will ensure continued close cooperation with the University of Warwick and leading local employers in the engineering sector, as well as maintain the key principles of the UTC charter with its focus on skills based learning.

The CEO will be a Trustee of the WMGAT and is the accounting officer of the Trust. The CEO will work closely to inform and support the WMGAT Board and will be actively involved in the regular review of WMGAT’s vision and strategy. The position reports to the Chair of the WMGAT.

The Senior Leadership Team (SLT) includes a Principal for each Academy and reports to the CEO with responsibility for delivering the agreed strategy; overseeing all operations of the trust – including the highest standards of safeguarding; enabling educational and organisational improvement at scale; ensuring sustainability, compliance, and the mitigation of risk; and building strategic partnerships with a range of stakeholders to ensure both the strongest educational outcomes for students and the sustainable development of the WMGAT’s activities.

DUTIES AND RESPONSIBILITIES

Strategy and Vision

- As Chief Executive and a Trustee, develop a clear organisation strategy that reflects the uniqueness of a University Technical College and considers the Trust mission and values. Through strategic leadership, implement the effective delivery of the Trust strategy and identify opportunities to celebrate and share best practices among the Trust and UTC network.
- Ensure a healthy balance between central strategy and accountability, and the ability of each school to develop a sufficient sense of individuality and ability to respond to local needs.
- Ensure that there are effective, accountable and resilient senior leadership, management and organisational structures across the Trust.
- Provide expert guidance to the University, WMG and the Baker Dearing Trust on the future development of the UTC model.
- Access opportunities to engage with thought-leaders, sector-specific and wider research and trend analysis, and appropriate professional development to maintain currency of expertise.

Governance and Accountability

- Model and actively promote commitment to the trust's values and, more broadly, commitment to ethical governance, leadership, and practice across the organisation, adhering to and embodying the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles).
- Build strong working relationships with the boards to ensure effective implementation of the Trust vision through a balance of challenge and support, whilst recognising the value of strong governance.
- Ensure that there are clear and appropriate reporting mechanisms that contribute to efficient governance of the trust.
- Support the board to meet their duties as company directors and as trustees of a charitable body, working with the board to ensure operational compliance and fulfilment of all statutory responsibilities.
- Ensure the provision of relevant, accurate and timely information and data to the Board.
- Work with the governance professional to ensure that the Scheme of Delegation is adhered to by the executive team and all boards and committees.
- Ensure the implementation of high-quality benchmarked surveys and other engagement mechanisms to achieve routine accountability to communities (based on metrics set by the board) – including to parents, pupils and to staff.
- Ensure that there is a clear and consistent policy and accountability framework underpinned by systems, structures and reporting mechanisms to provide assurance that the Trust is compliant with its statutory duties.
- Ensure that risk management systems and compliance monitoring systems are in place so that the organisation can anticipate and plan for risks and fulfil all its statutory duties and responsibilities.
- Act as the Accounting Office of the Trust, undertaking the duties required of the role in accordance with the Academies Trust Handbook.

Quality of Education

- Provide strategic direction and create a professional ethos and culture with strong employer and further and higher education links that raises aspirations to provide the motivational drive to succeed.

- Oversee the curriculum within each academy to ensure appropriate breadth whilst reflecting the Trust's unique specialism.
- Oversee the continued development of an innovative and cutting-edge STEM-based curriculum which underpins the values of knowledge, technical skills and employability skills with exceptional educational outcomes.
- Ensure the Trust is at the forefront of education development in the STEM and technical skills context.
- Set and maintain high professional standards, building a positive and inclusive culture that supports and challenges the academic achievement of every learner.
- Prioritise an inclusive curriculum and ensure that the learning environment meets individual students' learning needs to ensure that they reach their full potential, ensuring that a WMG Academy education is accessible for SEND learners
- Maximise learner achievement through the effective implementation of educational improvement initiatives, regularly and systematically monitoring teaching and learning quality against targets and benchmarks and setting stretch targets for continuous improvement in educational standards.
- Ensure that the Trust's outstanding track record of positive student destinations is continued through the inclusion of apprenticeships at all levels, enhanced pathways to university and zero NEETs.
- Ensure that the physical and virtual learning environment is continually developed, working with employer partners, the University and other stakeholders to provide a breadth of learning opportunities and enrichment activities.

Safeguarding & Inclusion

- Ensure safeguarding and compliance with safeguarding responsibilities across the trust remains the priority, through effective leadership, training, systems and monitoring both centrally and in all academies.
- Promote a strong pastoral leadership culture that prioritises the wellbeing of the whole school community and ensures that policy and practice supports the social, emotional and physical development of all learners.
- Ensure that there are consistent and high standards and expectations of behaviour and attendance across all Trust schools.
- Maintain an open minded approach to supporting the mental, emotional and physical wellbeing of all learners as the full impact of the COVID-19 pandemic becomes apparent.
- Ensure that the Trust has in place effective strategies and resources to meet the needs of every individual learner.

Networks and Relationships

- Continue to grow and develop the Trust's unique portfolio of stakeholders through innovative networking, proactive engagement and relationship management.
- Maintain up-to-date current affairs awareness relevant to the education and skills context to influence and educate stakeholder relationships.
- Recognise students, parents and staff as a priority stakeholder group.
- Recognise employer partners, politicians and DfE officials and Baker Dearing and the wider UTC network as a priority stakeholder group.
- Ensure adequate structures are in place to manage stakeholders at all levels and ensure effective incorporation into governance, teaching and learning and strategic planning.

- Ensure that the WMG Academy is accessible to a diverse community by identifying opportunities to promote the Academy's vision and specialism and putting in place practical measures that promote accessibility.

Finance and Resources

- Discharge the financial responsibilities as accounting officer, including ensuring financial compliance, robust checks and balances, a commitment to achieving value for money, and financial probity at all times across the organisation.
- Work to appoint and develop a Chief Operating Officer to ensure that the trust's strategy is supported by effective, responsive and integrated central services, as well as high-quality operational delivery across all schools.
- Ensure that the trust's physical assets are maintained and developed to enable delivery of the strategic plan and underpin a cutting-edge student experience and learning environment that is informed by the Trust's sponsors and employers partners.
- Engage the board on sustainability issues, including strategic discussions and decisions as to how to invest resources to best serve the trust's medium to long-term needs and ensure value for money over time.
- Encourage an 'investor' culture, whereby the organisation takes a strategic and long-term view as to where returns can be achieved that both reduce cost and improve quality.
- Seek economies of scale, not simply through scaled procurement, but also through a culture where internal talent is maximised, and resources are deployed strategically – saving on external costs and building internal capacity in doing so.
- Seek opportunities within the approved strategy for sustainable income generation and to identify and access available funding opportunities to further enhance the educational offer for pupils' and maximise the financial sustainability of the Trust.

People

- Ensure that the Trust recruits and retains an exceptional workforce who are committed to maintaining and delivering an innovative and current curriculum that will enable learners to succeed academically and gain cutting-edge engineering skills.
- Build and develop an executive team of experts across a range of appropriate disciplines, to develop and deliver strategy and ensure organisational delivery, improvement and compliance across the trust's operations.
- Recruit talented and sufficiently skilled and experienced people to senior leadership positions within the organisation, ensuring a commitment to equality, diversity and inclusion in doing so.
- Line manage the senior executive leadership team and through them ensure high performance and effectiveness across each aspect of the trust's operations.
- Confidently and sensitively address under performance or behaviours that are inconsistent with organisational values and culture.
- Demonstrate a commitment to developing leaders and ensure a succession planning strategy is in place both across the senior executive team and for principals and key specialist leaders across the trust.
- Establish and role-model an 'employer of choice' culture, with a strong sense of purpose, commitment to talent management and development, sustainable workload, flexibility, and other key employment benefits.
- Be a visible presence, maintaining effective dialogue to ensure that all staff are appropriately informed and consulted.
- Ensure that effective change management is implemented and continues to engage staff, minimise disruption and maximise workforce wellbeing.

- Demonstrate and foster a cultural and operational commitment to equality, diversity and inclusion; setting an example from the top down and acting as a catalyst for achieving inclusion at all levels.

Personal Specification for Chief Executive Officer

The person specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively:

REQUIREMENTS	ESSENTIAL (E) OR DESIRABLE (D) REQUIREMENTS
The post holder must be able to demonstrate:	
QUALIFICATIONS	
A good honours degree (STEM desirable) with a postgraduate teaching qualification	E
Qualified Teacher Status	E
Relevant professional postgraduate qualification	E
Postgraduate qualification in a STEM subject	D
EXPERIENCE	
Significant experience in a strategic whole school leadership role with a track record of delivery at headteacher/principal level or equivalent	E
A successful track record of delivering continuous improvement in educational standards and outcomes	E
In depth experience of the design and delivery of a STEM based curriculum	E
Experience of successfully delivering transformational change within a MAT setting	E
Experience of working with employer partners to design and deliver an innovative curriculum	D
Demonstrable experience of successful collaboration and negotiation with a broad range of stakeholders at local, regional and national level to influence policy and funding	E
Experience of working in a UTC or similar technical educational setting	D
Experience of working across a multi-site MAT	D
KNOWLEDGE AND SKILLS	
In depth understanding of the strategic, political, financial and regulatory landscape for secondary education with a particular focus on skills-based learning	E
The strategic and operational capabilities to operate effectively as a board member and to ensure that strategic plans are translated into effective performance.	E
Strong and focussed leadership skills	E
Strong communication, negotiation and networking skills including the ability to influence policy at a regional and national level	E
The ability to forge strong and effective business partnerships with employers, regulators, funding bodies and other critical stakeholders.	E
The ability to motivate and develop a high-performing multi-professional team	E
The ability to lead a positive and entrepreneurial culture where all staff are supported to develop and succeed.	E
Significant experience of managing and developing buildings and facilities, ideally across multiple sites	E/D

Demonstrable track record in managing strategic and operational financial, reputational and compliance risks, including Health and Safety and Safeguarding	E
The ability to plan, prioritise and deliver under pressure	E
Highly numerate with the ability to evaluate and interpret complex data sets	E
PERSONAL ATTRIBUTES	
An innovative and open mindset to both meet WMGAT's focus on engineering and its ambitions for growth.	E
Excellent business acumen with a focus on sustainable delivery	E
An ambition to achieve the highest OFSTED outcomes for each academy within the MAT.	E
A demonstrable commitment to the highest standards of Safeguarding.	E
A demonstrable commitment to enhancing diversity and inclusion	E
A demonstrable commitment to raising attainment across all communities through widening participation and supporting learners as individuals to achieve their highest potential.	E
The ability to lead a positive entrepreneurial culture where all staff are supported to develop and succeed.	E
A collaborative approach and the ability to navigate a complex stakeholder landscape	E
A commitment to and willingness to champion the UTC ethos and the vision for the WMG Academies	E
A credible role model to lead the WMGAT's 'business-like' and 'business-led' professional ethos and culture: demonstrates team working, problem solving, creativity, leadership, communication, resilience and an ability to respond to change	E

FURTHER PARTICULARS

“We have some of the best companies and supply chains in our local area, and they all desperately need new talent and skills to help them grow. That is why the WMG Academy for Young Engineers is so important.”

The late Professor Lord Bhattacharyya, Chairman, WMG

The WMG Academy for Young Engineers

The WMG Academy for Young Engineers Multi Academy Trust was formed in March 2015. Following the successful opening of the Coventry Academy in September 2014, the WMG Academy Trust opened its second Academy in September 2016 in North Solihull.

Formed between a partnership of the University of Warwick and with the support of national, regional and local businesses such as Jaguar Land Rover, National Grid, and Rolls-Royce, the Trust is committed to providing a better way of learning for the Engineers of the future.

The Trust is made up of members from industry including the MAKE UK, Coventry and Warwickshire Chamber of Commerce and the University of Warwick who have led the development of the WMG Academies and oversee their running from a strategic perspective. They are supported by a board of trustees and governors, all with relevant business and education experience, who shape the experience of our learners.

Each WMG Academy focuses on engineering, science, maths and digital communication technologies and caters for up to 640 learners of 14-19 years of age from Coventry, Warwickshire, Solihull and Birmingham. The WMG Academy initiates and supports the development of well-educated and industry trained learners who not only have the qualifications but also the functional skills, knowledge and personal qualities to make an impact in the worlds of work, further and higher education.

WMG Academy Coventry was rated 'Good' by Ofsted in 2017 and WMG Academy Solihull was rated 'Good' by Ofsted in 2019.

As well as a core curriculum at Key Stage 4, which includes GCSEs in the core subjects maths, science, English and Engineering Manufacture, students can select from options which include a modern foreign language, a humanities subject and free option subjects, such as art, computer science and business studies. In addition, all Key Stage 4 students can follow additional Level 2 Cambridge Nationals course in Engineering worth a further 2 GCSEs equivalent.

Students at Key Stage 5 can follow a flexible pathway bespoke to their needs. Students can opt to study 3 A Level subjects, Level 3 OCR Technical in Engineering worth the equivalent of 1 A-Level or a Level 3 BTEC Engineering qualification at Certificate Diploma or Extended Diploma level. Further BTEC qualifications are available in Art, Business, ICT and Science and students can mix qualifications to suit.

Our vision

We will ensure that our learners have raised aspirations that will provide the motivational drive to succeed. Strong employer and further and higher education links, as well as a professional ethos and culture, will ensure the learners will be in demand from employers.

Our unique status of working very closely with some of the biggest employers in the region means that we have shaped the curriculum from day one to ensure we produce learners with a professional ethos and culture that is in high demand in today's working world.

Team working is the norm and learners work together to develop the skills that employers value. We are committed to developing team working, problem solving, creativity, leadership, communication, resilience and an ability to respond to change. As staff, it is our role to model those skills and behaviours to our learners in everything that we do.

WMG Academy for Young Engineers Coventry

Opened in September 2014 by Ratan Tata, the Coventry Academy has over 450 students on roll. Located close to the Westwood area in Canley and the University of Warwick, the Coventry Academy was designed with a large Engineering Hall filled with over £1M worth of specialist equipment. Three additional dedicated CAD/CAM areas allow industry standard software to be used by students in their Engineering projects.

WMG Academy Coventry has a highly successful sixth form, which is consistently at the top of the post-16 performance tables for the city.

Students at the Coventry Academy come from a wide catchment area which includes Solihull in the north through to Kenilworth, Warwick and Rugby in the south.

The Academy follows an 8.30am – 4.30pm timetable (Tuesday – Thursday) with enrichment opportunities offered to students that include football, F1 in schools, GreenPower and Engineering clubs, including the Royal Navy Engineering Challenge and the European Space Agency's CanSat project. Students also have access to resources at Warwick University. On Mondays and Fridays students leave at 3.20pm.

WMG Academy for Young Engineers Solihull

Opened in September 2016, the Solihull Academy boasts over £2M of specialist equipment and ICT and currently has over 400 students on roll. Developed along a similar open plan design to Coventry, the Solihull Academy occupies a slightly bigger footprint. The Academy is thriving on successful recruitment and currently has provision for five year groups including Year 10 to 13 and a Post-18 HNC cohort.

Dedicated ICT facilities include 3 CAD suites and student PC access in all teaching rooms giving unrivalled access to industry standard software. These facilities allow innovative teaching pedagogy through digital technologies. A large Engineering Hall, complemented by 'Make and Do' areas above, allows a flexible group-work approach to learning.

The Academy occupies land adjacent to the Chelmsley Wood shopping Centre, North Solihull, and draws from a wide catchment of East Birmingham, Solihull and North Warwickshire. The Solihull Academy follows the template of the 8.30am – 4.30pm working day used in the Coventry Academy (Tuesday – Thursday) and has the additional flexibility of incorporating some enrichment into the Academy day due to its close proximity to North Solihull Sports Centre and having its own multi-use games area and activity hall.

The Role

The WMG Academy Trust seeks to appoint a high-profile Chief Executive Officer to provide exemplary leadership as we continue to realise our vision for our “business-like and business-led” academies.

We are looking for an exceptional leader who will continue to promote the success of our academies and drive sustainable growth. Alongside a strong track record in school leadership and a demonstrable ability to achieve outstanding educational outcomes, you will have the ability to develop partnerships

with a wide range of stakeholders, working cooperatively with our sponsors and local employers. You will also demonstrate a strong commitment to raising aspirations, inspiring and enabling achievement and safeguarding the wellbeing of every student.

The Trust is committed to developing team working, problem solving, creativity, leadership, communication, resilience and an ability to respond to change in all our learners. We expect everyone who works with us to model those skills and behaviours.

For more information or to arrange an informal conversation with Chair of the Trust Board, please contact Ethan Harries, Executive Assistant: E.Harries@wmgacademy.org.uk

How to Apply

We are committed to safeguarding and promoting the welfare of children. This post is subject to enhanced DBS clearance.

To apply for this position, please complete the application form with a supporting statement and vision statement (section 7 of the application form). Please state in your application your specialist subject(s) and other subjects and to which level you are able to teach. **CV's will not be accepted.**

Completed application forms should be returned to: Ethan Harries, Executive Assistant: E.Harries@wmgacademy.org.uk

Further Information

- WMG Academy Trust – <https://wmgacademy.org.uk>
- WMGA Trust Strategy - <https://202mr42uozs43ra4ve1ly9z0-wpengine.netdna-ssl.com/wp-content/uploads/2022/02/WMGAT-Strategy-February-2021.pdf>
- UTC Mission and Charter - <https://www.utcolleges.org>