

**CHIEF EXECUTIVE OFFICER
RECRUITMENT PACK**
January 2025

A WELCOME FROM THE CHAIR OF TRUSTEES



Dear Candidate

I am delighted that you have expressed an interest in the post of Chief Executive Officer at Mersey View Learning Trust and hope that after considering all the information you will make an application.

Mersey View Learning Trust was incorporated in 2024 and we are six academies who teach and care for over 3000 learners in Merseyside. All the academies are equal collaborators in school improvement and raising aspirations in young people to achieve great things academically and personally. Our collaboration of academies was borne out of our shared desire to create outstanding provision for all learners within our communities. Our vision and values focus on inclusion, aspiration and care for all our learners and staff.

As a newly established trust, we are looking to appoint an inspirational and motivated CEO to drive our Trust forward in its development and to work collaboratively with our schools to ensure the best possible outcomes for our children. The CEO is responsible for providing leadership that articulates the Trust's vision and values in practice, defines and delivers the Trust's strategy and shapes its ongoing development. The CEO, through inspirational leadership, oversees all operations of the Trust – including enabling school and organisational development at scale, compliance, the mitigation of risk, and building strategic partnerships with stakeholders to ensure both strong educational outcomes for pupils and the sustainable development of the Trust.

At our schools, enrichment and wellbeing is a strong focus as well as creating a breadth and depth of cultural and sporting experiences which is central to giving pupils the opportunity to achieve their best in all aspects of their lives. Inclusion is at our core and runs through the veins of every member of our trust. It is about equity and ensuring no pupil gets left behind. All pupils will achieve their best and high expectations of academies drives success in our leaders for what they plan and provide for our pupils. Our vision and expectations are about every child being able to develop healthy lifestyles, have positive relationships, be inclusive, be resilient in character and make the world they live a better place to be.

We are passionate about supporting our staff on our journey and with our Staff Charter have made a commitment that:

WE WILL

- Be motivational
- Let your voices inform our vision
- Strive for leadership at all levels
- Act with trust and integrity
- Be respectful, considerate and resilient
- Be understanding, inclusive and collaborative
- Our environment is safe, self-improving and solution-focussed
- Be timely and accountable.

The Chief Executive Officer will need to form strong relationships with the Trust senior leaders and the central team, as well as establish strong partnerships with external bodies and the Trust Board.

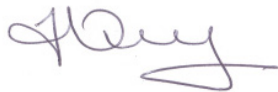
They will be passionate about helping every pupil to achieve their ambition, whilst leaving no child behind and will hold safeguarding central to all the systems, processes and strategies employed by the Trust.

We are looking for an individual who resonates with our vision and values and who wants to lead us on our journey of transforming children's lives.

I hope you are excited by the prospect of this post. If you require further information or have any questions about the role please contact me via admin@merseyview.com or Mel Wright, Chief Finance & Operations Officer, via email at mel.wright@merseyview.com.

Wishing you every success on the submission of your application.

Kind regards



Jan Vicary
Chair of Trustees





OUR VALUES

Mersey View Learning Trust delivers leading quality learning in a safe and nurturing environment. We empower people to be ready for the future, meeting need and raising aspiration. We are visible, accountable and trusted. We collaborate, care and inspire to enrich life for all.



OUR VISION

Our trust will be a place:

1. Where all leaders are aspirational and ambitious for all in our community to create learning environments which are happy, safe and enthusiastic about learning.
2. That is instinctive and responsive to the needs of all members of our community and will have dynamic responses to change the lives of our learners.
3. Of collaboration to create communities of learning which focus on inclusive education, built on the shared values of Respect and Equity.
4. Where communities of learning focus on sharing what we do best, both academically and pastorally, supporting, challenging and inspiring our pupils and staff.
5. For investing in creating learning environments which inspire create curiosity and innovations and explorations of the world, so individuals take responsibility to be visible global citizens.
6. To invest and participate in research based led professional development programmes which allow staff to confidently develop their own practice and share success, across our learning community and cross phase.
7. Which provides enrichment and vocational opportunities to ensure that individuals are fully prepared for the wider world and be able to make independent decisions about their future and having the resilience to do so.
8. Where effective strategic leadership which resources opportunities for all school improvement work and the core educational services needed for success and breakdown barriers.

OUR SCHOOLS



**CHESTERFIELD
HIGH SCHOOL**



**FOREFIELD COMMUNITY
INFANT & NURSERY
SCHOOL**



**FOREFIELD
JUNIORS**



**THE ROWAN
SCHOOLS**



**VALEWOOD
PRIMARY SCHOOL**



**WATERLOO
PRIMARY**



JOB DESCRIPTION

Job title	Chief Executive
Responsible to	Chair of Trustees
Hours of work	Full time, permanent
Salary	£120,000-£140,000

ROLE AND RESPONSIBILITIES

1. GENERAL	
1.1.	Act as an ambassador, inspiring and empowering others, whilst maintaining a high standard of personal integrity and professional conduct.
1.2.	Work with the board of trustees, local governing bodies (LGBs) and staff in member schools to define and deliver the trust's vision, aims and objectives through inspirational and motivational leadership, clear strategic direction, high standards and measurable targets.
1.3.	Set out how the trust and its constituent academies will move forward towards the trust's strategic goals.
1.4.	Agree the scheme of delegation with the trust board to the LGBs and headteachers of the member academies for their day-to-day operations and which are operated centrally by the MAT.
1.5.	Ensure compliance, regularity, propriety and value for money for the MAT.
1.6.	Maintain a secure overview of the management of all issues within each of the MAT's academies, providing assistance to the headteachers of each academy, their boards, and the board of the MAT.
1.7.	Uphold good governance and ethical behaviour through leadership and example, including good professional practices and business control systems.
2. LEADERSHIP, STRATEGY AND ETHOS	
2.1.	Set a clear vision of, and lead, the ethos, development and success of the MAT in correspondence with the board of trustees.
2.2.	Ensure the MAT's strategic plan is implemented and that this ensures the best possible performance of the MAT.
2.3.	Ensure the MAT acts in compliance with relevant legislation and guidance at all times.
2.4.	Provide dynamic, consistent and motivational leadership, recognising the unique structure and needs of each individual school.
2.5.	Ensure that there are high levels of effective communication across the MAT, so that all members of staff receive the relevant information to carry out their professional duties.
2.6.	Help create workable structures and systems for the MAT, and evaluate their effectiveness in delivering pupil progress in relation to teacher views, assessments and statutory assessments.
2.7.	Ensure that the assessment and progress measures within every school are accurate and consistent, with a clear, collectively-agreed approach that staff understand.
2.8.	Meet with and lead the executive team of headteachers and others across the trust to deliver a collective and consistent strategy, determining the best means of delivery.
2.9.	Manage risk, including setting, and manage risk appetite, tolerance and mitigation strategies.

3. PERFORMANCE MANAGEMENT AND PROGRESSION	
3.1.	Oversee performance management practices to ensure all staff across the trust are motivated and enabled to carry out their respective roles to the highest standard.
3.2.	Take responsibility for the overall development and training of the trust's staff, ensuring they are given ample opportunities for their own CPD alongside statutory and whole-school training.
3.3.	Ensure there is a healthy and positive culture among staff of all levels, where opinions can be shared and concerns voiced – make sure appropriate measures are in place to allow this.
3.4.	Line manage headteachers, the chief finance officer (CFO), the COO and trust secretary, and any other relevant individuals.
3.5.	Review the progress of the MAT's schools, liaising with their LGBs, and take action as necessary to ensure that progress and improvement is delivered and maintained.
3.6.	Conduct reviews of the performance of each school, identifying common themes and, where necessary, utilising expertise and resources from each school to strengthen one another.
3.7.	Promote excellence in teaching and learning and ensure a continuous and consistent MAT-wide focus on pupils' achievement.
3.8.	Ensure there is a culture of support and advice across the MAT, where knowledge is shared for the benefit of pupils and staff.
3.9.	Help provide, alongside senior staff, career pathways and avenues of progression – particularly for junior members of staff.
3.10.	Identify emerging talent and create systems for emerging leaders to have leadership roles across the MAT.
3.11.	Look to enrol on a training or professional development programme that would increase knowledge and expertise and benefit the MAT.
4. OPERATIONAL AND FINANCIAL	
4.1.	Ensure, in collaboration with the CFO, that the MAT's resources are managed efficiently, ethically and professionally, and collaborate effectively with the Education & Skills Funding Agency (ESFA).
4.2.	Work alongside the CFO and senior leadership team in developing and maintaining a strategic financial plan, including a five-year budget plan.
4.3.	As the only executive member of the trust board, effectively relay information regarding the work of the executive team and the day-to-day operations to the board, ensuring important information is passed on and understood.
4.4.	Take responsibility for the day-to-day operations of the trust, in conjunction with, and with oversight from the governing body.
4.5.	Develop and implement clear and transparent mechanisms which inform parents and pupils about the curriculum, attainment and progress, as well as the contribution they can make in supporting their child's learning and achieving the school's target for improvement.
4.6.	Help formulate and adapt a demanding yet appropriate curriculum and assessment that suits the needs and nature of the MAT's schools and pupils.
4.7.	Encourage the use of national data and benchmarks to monitor progress.
4.8.	Ensure that each school promotes an inclusive and supportive approach, so that every pupil feels motivated, welcome, valued and secure.
4.9.	Ensure that special educational needs and disability (SEND) provision is of a high-quality and that every pupil's needs are met with the appropriate allocation of staff and resources.

ROLE AND RESPONSIBILITIES CONTINUED

5. ACCOUNTABILITY	
5.1.	Ensure the board of trustees and all MAT staff are up-to-date, advised and trained on the latest education regulation, legislation and policy.
5.2.	As the leader of the MAT, keep up-to-date with developments and news in the education sector through attending meetings, conferences and receiving regular updates.
5.3.	Ensure all legislative and statutory requirements for academies are met and are compliant with the Academies Financial Handbook, the Governance handbook and competency framework, and other DfE guidance.
5.4.	Ensure all statutory policies are in place, fully implemented, up-to-date, and reviewed as necessary across the MAT.
5.5.	Cooperate fully and transparently with external agencies and bodies, in particular Ofsted, to ensure the structure, management and performance of the MAT and each school is reflected accurately.
5.6.	Promote, both in everyday practice and explicitly, to the school and wider community, the MAT's commitment to safeguarding and the welfare of children and young people.
5.7.	Ensure procedures are in place for staff to bring attention to areas of concern and poor/unsafe practices, and that these are dealt with seriously and sensitively if required.
5.8.	Ensure there is absolute equality and fairness across the MAT, where hard work is recognised and rewarded – regarding both staff and pupils.
6. COMMUNICATION, LIAISON AND SPONSORSHIP	
6.1.	Liaise alongside the CFO with external regulators such as the ESFA and Charity Commission.
6.2.	Develop close and effective working relationships with key partners and stakeholders.
6.3.	Provide informative and good-quality reports of activities and performance to the board, and to stakeholders in accordance with requirements, ensuring the MAT's leadership team are up-to-date on latest developments and areas of strength/weakness.
6.4.	Present a clear, accurate and comprehensive account of the MAT's performance to governors, the local community, Ofsted, stakeholders and others concerned.
6.5.	Develop pan-academy strategies to support the financial stability, best practice and well-being of the school communities, in the sharing of facilities, resources, expertise and ideas.
6.6.	Seek to identify key agencies, individuals and groups that could enhance the work of the trust, and if possible secure their partnership for the benefit of the trust.
6.7.	Where necessary, proactively coordinate efforts to grow the MAT by incorporating additional schools – in line with any pre-agreed strategies for increasing outreach and size of the trust.
6.8.	If a school is incorporated into the MAT, direct and manage the process, ensuring that appropriate and timely project management is in place to achieve a smooth transition.
6.9.	Develop and coordinate partnership work; maintaining open, transparent and constructive relationships between parents, the local community, LAs, health and social care, etc., particularly in relation to vulnerable pupils or those with SEND.



ROLE AND RESPONSIBILITIES CONTINUED

7. LEADERSHIP AND PEOPLE DEVELOPMENT	
7.1.	Drive a culture of high expectations, supporting school leadership teams to improve standards across all departments and areas.
7.2.	Ensure that the Headteachers and school leaders are supported through significant transformational change projects.
7.3.	Ensure leaders across the Trust receive the appropriate teaching and leadership training and continue to develop their practice.
7.4.	Work with Headteachers to recruit staff of the highest quality across the group.
7.5.	Promote a positive culture throughout the organisation and adopts behaviours that exemplify the Trust's values.
7.6.	Line manage and performance develop designated members of the School Improvement Team/senior leadership in individual academies, setting ambitions and encouraging continuing professional development.
7.7.	Build own leadership capacity and takes responsibility for own professional development by actively engaging with and seeking out areas for improvement.
7.8.	Delivery of high quality CPD programme, annual Trust Conference and the Trust's Ethical Leadership Framework.
7.9.	Positively promote the Trust and its work.
8. INFLUENCING AND MANAGING RELATIONSHIPS	
8.1.	Nurture robust, open and effective relationships with all parties across the Trust and with key external agencies and stakeholders including, Sefton Local Authority, the Regional Schools Commissioner and other Trusts.
8.2.	Foster a culture of collaboration by creating networks and opportunities for schools and individuals within the group to engage each other and to build effective extended learning communities.
8.3.	Facilitate the partnership and networking of Headteachers, School Leaders and Trust staff to share and promote best practice and to support each other with challenges.
8.4.	Create effective working relationships with the senior leadership team of each school within their group.
8.5.	Works closely with all Trust schools.
8.6.	Seek to identify key agencies, individuals and groups that could enhance the work of the trust, and if possible secure their partnership for the benefit of the trust.
9. SAFEGUARDING	
9.1.	To be aware of and work in accordance with the Trust's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.
10. OTHER DUTIES	
10.1.	To play a full part in the life of the Trust community, to support its mission and ethos and to encourage staff and students to follow this example.
10.2.	promote the school and Trust's policies.
10.3.	To actively To be courteous and provide a welcoming environment.

PERSON SPECIFICATION

CATEGORY	ESSENTIAL/ DESIRABLE
QUALIFICATIONS AND TRAINING	
1. Be educated to at least degree level.	E
2. Have a Masters/postgraduate degree.	D
EXPERIENCE	
3. Managing and working in a large and complex organisation in an education setting which operates across multiple sites.	E
4. Managing multiple resources across various timeframes and financial bands.	E
5. Holding a senior position within a company or organisation, accountable for the standards and work of a large team.	E
6. Developing a strong team culture with senior leaders and fostering a positive work ethos.	E
7. Working with and developing relationships with stakeholders, sponsors or businesses.	E
8. Experience of using assessment data to inform decision-making.	E
9. Working with and/or on behalf of young people.	D
10. Working in both the private and public sectors.	D
KNOWLEDGE AND SKILLS	
11. High levels of commercial and education sector awareness.	E
12. An ability to motivate colleagues.	E
13. The confidence to challenge opposing views by presenting robust arguments and reasons for the contrary view.	E
14. Excellent written and verbal communication skills.	E
15. Strategic planning and review competence.	E
16. Interpret complex financial information and statute, and devise policies and procedures in light of these.	D
17. Work as part of a team as well as work independently.	D
18. Work effectively with colleagues, governors and parents.	D
19. Manage projects and lead a group.	D
20. Efficiently collate and analyse data.	D
21. An ability to identify external commercial opportunities and sponsorships to develop the profile and finances MAT.	D

PERSON SPECIFICATION CONTINUED

CATEGORY	ESSENTIAL/ DESIRABLE
PERSONAL QUALITIES	
22. Genuine passion for and a belief in the potential of every student, whatever their background or personal characteristics, and a clear understanding that all roles in the school, including support roles, are focused on student achievement.	E
23. A robust awareness of keeping children safe, noticing safeguarding and welfare concerns, and a clear understanding of how and when to take appropriate action.	E
24. High levels of honesty and integrity, with an unbending commitment to Equality, Diversity and Inclusion.	E
25. Effective leadership and management style that encourages participation, innovation and develops colleagues' confidence and trust.	E
26. The ability to work in close harmony with the CFOO, Executive Team and other senior leaders.	E
27. The ability to develop the leadership skills of others as well as to learn from others.	E
28. The ability to enthuse and inspire others.	E
29. Excellent listening skills.	E
30. Passion, energy, resilience, and optimism to lead the school through day-to-day challenges while maintaining a clear strategic vision and direction.	E
31. The ability to develop positive relationships with all young people and adults and a firm and constant belief in the unlimited potential of every student (particularly disadvantaged students, those from ethnic minority backgrounds and those with additional needs) and a genuine commitment to inclusive educational provision.	E
32. The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to be flexible, to change, improve and develop.	E
33. Confidence and self-motivation, and the ability to be decisive.	E
34. A professional outlook, willingness to 'sweat the small stuff', and an ability to manage multiple simultaneous priorities and meet deadlines.	E
35. A team player who can work collaboratively, as well as use their own initiative.	E
36. Calm and professional under pressure.	E
37. Understanding of the importance of confidentiality and discretion.	E
38. Flexible attitude towards work and sound judgement.	E

The above qualities will be assessed through a comprehensive recruitment process, which involves application analysis, scrutiny of reference and interview.



TERMS OF APPOINTMENT

The salary offered is competitive and will be commensurate with the experience of the appointed candidate.

The role will be based at Chesterfield High School, Chesterfield Road, Crosby L23 9YB. There is a requirement to travel to all schools within the Trust and to be a visible leader. Remote working one day a week is possible with this increasing during school holidays and in agreement with the Board of Trustees.

SAFEGUARDING STATEMENT

Mersey View Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. Staff must work in accordance with the Sefton Child Protection procedures and our Child Protection/Safeguarding Policy and understand their role within that Policy.

KCSIE ONLINE CHECKS

In line with the latest KCSIE guidance, we will conduct a search of online records that are publicly available on shortlisted candidates. These checks are used only to meet the intended purpose of the KCSIE's recommendation in relation to whether an applicant is suitable to work with children and young people. All data will be held in line with data protection regulations.



HOW TO APPLY

Applications must be completed on a Mersey View Learning Trust application form found on our website at www.merseyview.com. No other style of application will be accepted.

The timescales below will be followed:

Closing date for applications: **Wednesday, 12th February 2025 at midday**

Shortlisting will take place on: **Thursday, 20th February 2025**

Assessments will take place on: **Wednesday, 2nd April 2025**

Interviews will be held on: **Thursday, 3rd April 2025**





Mersey View Learning Trust

Chesterfield High School, Chesterfield Road, Crosby, Liverpool L23 9YB
Telephone: 0151 924 6454

Mersey View Learning Trust is a Limited Company registered in England and Wales,
Company Registration No. 7761675.

Registered office: Chesterfield High School, Chesterfield Road, Crosby, Liverpool L23 9YB