



## Regional Education Director - Secondary JOB DESCRIPTION

### **Role Purpose:**

The purpose of this role is to lead the delivery of outstanding education across a number of academies within a region. You'll need to be a high performing, impact driven person with proven results in your field and senior experience within education. You will have an unrelenting focus on making sure that teaching and learning is outstanding within every classroom and an ability to identify need, source support and build capacity within your region to ensure impact on outcomes.

### **Key Accountabilities:**

Reporting to National Director of Secondary Education, this post holder will be accountable for

- The educational outcomes within your region, and as such will performance and line manage the Head teachers within the region to ensure all attainment and progress objectives are being effectively met.
- Assisting with the implementation of national and local strategies for raising attainment.
- Effectively line and performance manage the Head teachers within your region, ensuring that they successfully implement their performance objectives and maintain a central, unrelenting focus on the quality of teaching and learning and outcomes within each academy.
- Effectively and continuously identify and source a network of support from national and regional colleagues (Safeguarding, SEND, Attendance etc), ensuring that the region receives appropriate, agile support based on its needs at any one time.
- Overseeing the educational recruitment requirements for the region, and to liaise closely with the HR Director to ensure that these are met in a timely fashion. to quality assure and approve all key documentation, including Academy Self-Evaluation, Academy Improvement Plans, and Curriculum models, ensuring that they adhere to E-ACT's School Improvement Strategy.
- Attending and inputting into all Ofsted, APBD, LA and E-ACT led activity (Governance Review Days and Working Alongside Days) providing assurance regarding how academy performance is scrutinised, supported, and held to account.
- Leading and contributing to the PAB, CAB and LAB National Boards. Ensuring that attainment and progress targets are on track throughout the academic year and that school leaders are held to account for quality of education being provided within the academies.
- Co-ordinating and leading on termly regional E-ACT inset days, creating an opportunity to bring together all E-ACT teachers within the region to share best practice.

### Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.



- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

**Signed:** ..... **Date:** .....



## PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

## OUR VALUES

<b>Thinking Big</b>	<ul style="list-style-type: none"><li>• Show energy, enthusiasm and passion for what you do</li><li>• Demand the highest quality in all that you do, and in the work of your team</li><li>• Willing to champion new ideas and think beyond the status quo</li><li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li><li>• Be open to new ideas and change where it will have a positive impact on the organisation</li><li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li><li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li><li>• Commitment to self-development, and developing your wider Team</li><li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li></ul>
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	<ul style="list-style-type: none"><li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li></ul>
<b>Doing the Right Thing</b>	<ul style="list-style-type: none"><li>• Have integrity and honesty in all that you do</li><li>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li><li>• Take responsibility and ownership for your area of work</li><li>• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li><li>• Be transparent and open</li><li>• Be resilient and trustworthy</li><li>• Stand firm and stay true to our mission</li></ul>
<b>Showing Team Spirit</b>	<ul style="list-style-type: none"><li>• Understand how you can have a greater impact as a team than you can as an individual</li><li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li><li>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li><li>• Recognise and celebrate the success and achievements, no matter how small, of your colleagues</li><li>• Be generous with sharing your knowledge to help to develop others</li><li>• Understand and be willing to receive suggestions and input on your area of work from others</li><li>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li><li>• Be aware of other peoples' needs and show an ability to offer genuine support</li><li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li></ul>



## KNOWLEDGE, EXPERIENCE & SKILLS

**Requirement**      **Assessed at**  
**E – Essential**      **A – Application Stage**

**D – Desirable**      **I – Interview Stage**

**P – During the probationary period**

		<b>E</b>	<b>D</b>	<b>A</b>	<b>I</b>	<b>P</b>
<b>Organisational Fit</b>	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
<b>Knowledge</b>	Qualified teacher status or recognised equivalent	X		X	X	
	Degree in subject specialism or related subject	X		X	X	
	Additional relevant training in Safeguarding	X		X	X	X
	Evidence of continuous professional development – Senior Leadership Qualification	X		X	X	X
	Knowledge of National Curriculum requirements	X		X	X	X
	Knowledge of a creative range of pedagogic approaches to delivering your subject	X		X	X	X
	Knowledge of and/or ability to use technology to support student learning.	X		X	X	X
	Knowledge of current education legislation, Ofsted framework and best practice	X		X	X	X
<b>Experience</b>	Proven successful mentoring/coaching of colleagues	X		X	X	X
	Need to have been a Headteacher / significant experience of headship	X		X	X	X
	Teaching experience with the age range	X		X	X	X
	Proven success in improving student outcomes	X		X	X	X
<b>Skills</b>	Ability to support staff and students in maintaining high standards	X		X	X	X
	Ability to plan, prepare and deliver a curriculum relevant to the age and ability of the groups	X		X	X	X
	Ability to assess and record the progress of students' learning	X		X	X	X