



Fylde Coast Academy Trust | The best we can be



Fylde Coast Academy Trust

Chief Executive Officer



Salary: £ Competitive

Contract: Permanent
Full Time / Part Time considered
Full Year

Start Date: April 2021

In the seven years since it was formed, Fylde Coast Academy Trust (FCAT) has grown to 10 academies and is now the major educational provider in the Fylde peninsula. Our current CEO retired at the end of August 2020 leaving the trust in excellent shape and with a strong financial foundation. The directors are now looking to appoint a new Chief Executive Officer to take us on the next stage of our journey of improvement.

We are in the process of realising and maximising the benefits of a Multi Academy Trust. Our success in school improvement has been recently recognised by the Regional Schools Commissioner's approval for FCAT to be no longer 'sponsored' and to become an academy sponsor in its own right. Together with a new CEO, this enables us to release the built-up potential for further improvement.

We are therefore looking for an inspirational leader, with vision and imagination who understands the unique structure of a Multi Academy Trust, builds relationships, both internally and externally, and is able to influence others. The CEO would work closely with the board and the chair in setting and driving a strategy of relentless improvement. Staying stationary is not an option.

The individual will be comfortable with a corporate governance style and the required financial reporting and planning regime. Education or CEO experience is not essential however, the successful candidate must demonstrate ability to successfully lead a multi-disciplinary organisation and drive its growth and development.

If you feel you have the skills, experience and perspective that we are looking for, and share our belief and passion for the organisation, we very much look forward to hearing from you.

For an informal and confidential conversation please contact our advising partners at GatenbySanderson:

Ross Highfield - ross.highfield@gatenbysanderson.com / 07891 138886

or

Paul Aristides - paul.aristides@gatenbysanderson.com

Closing date for applications is Monday 7th October 2020

The Fylde Coast Academy Trust is fully committed to safeguarding and promoting the welfare of all learners, staff and visitors. All staff will be carefully selected using recruitment and selection procedures designed to emphasise the trust's commitment to safeguarding. All posts, including volunteers are subject to enhanced DBS clearance.

Introduction from Chair of Directors John Boyle OBE

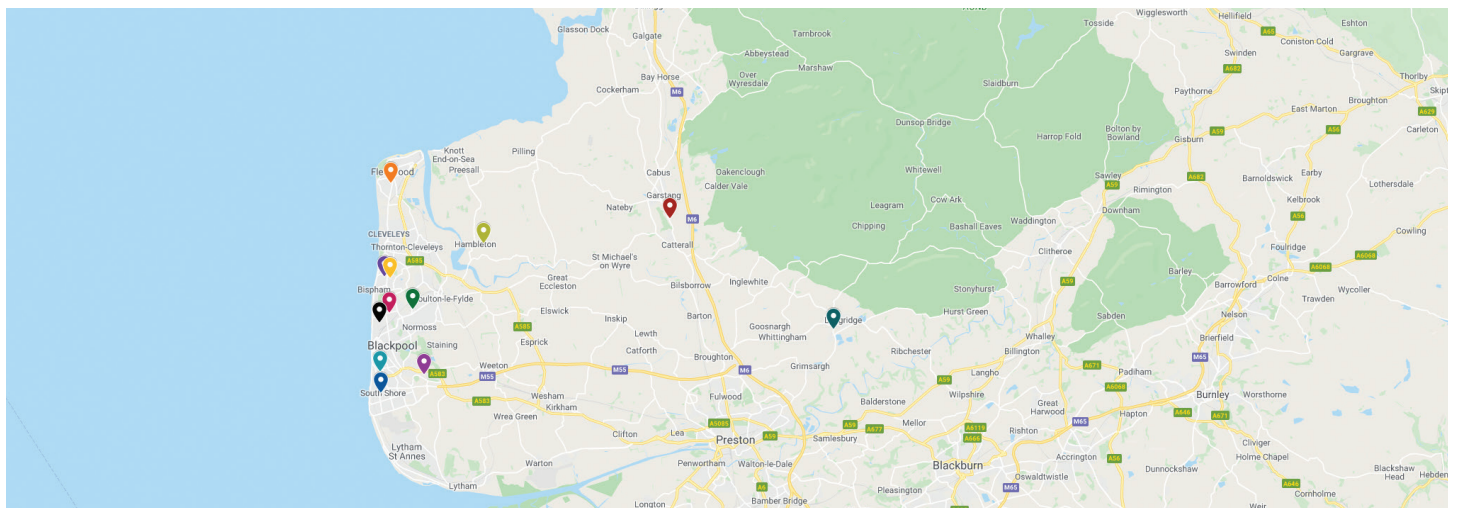
In the seven years since it was formed, Fylde Coast Academy Trust (FCAT) has grown to 10 academies and is now the major educational provider in the Fylde peninsula. As a local and inclusive provider we are constantly striving to improve outcomes and chances for all students. We are in the process of realising and maximising the benefits of a multi academy trust. Our success in school improvement has been recently recognised by the Regional Schools Commissioner's approval for FCAT to be no longer 'sponsored' and to become an academy sponsor in its own right. Together with a new CEO this enables us to release the built up potential for further improvement.



Our current CEO, Tony Nicholson, retired at the end of August 2020 leaving the trust in excellent shape and with a strong financial foundation. We recognise there is still much work to do but we still have an appetite for some further growth. We want to remain a local trust. This facilitates communication, collaboration and system leadership across the whole family of academies and associate schools and also with our colleagues in Fylde Coast Teaching School Alliance. The directors are now looking to appoint a new Chief Executive Officer to take us on the next stage of our journey of improvement and with the benefit of our new 'academy sponsor' status to expand our culture further.

We are looking for an individual who understands the unique structure of a Multi Academy Trust, being an educational institution, a charity and also a limited company. The individual will be comfortable with a corporate governance style and the required financial reporting and planning regime. In particular, an understanding of the role of a Chief Executive Officer in an educational environment is essential. The board rigorously respects the boundary between governance and management but the individual will work closely with the board, and the chair in particular, in setting and driving a strategy of relentless improvement. Staying stationary is not an option. We are looking for an inspirational leader, with vision and imagination who is able to quickly understand the trust, build relationships, both internally and externally, and influence others.

Our academies are distributed across the whole of the attractive Fylde peninsula, which extends from north of Preston, bounded by the Irish Sea to the west, to south of Lancaster and approaching the forest of Bowland to the east. Well known for the resort of Blackpool and the port of Fleetwood, the area also boasts an extensive coastline and beautiful countryside. The market towns of Poulton le Fylde, Kirkham and Garstang together with Lytham and St Annes on Sea provide pleasant housing and thriving shopping and recreational facilities. Communication is excellent with a direct motorway and easy rail access to the West Coast Main Line and beyond. Liverpool and Manchester (city centres and airports) and the Lake District are all only about one hour away. I am available for an informal discussion with any potential candidate.



A personal message from retiring CEO Tony Nicholson

Firstly, thank you for showing interest in this exceptional opportunity to lead our impactful, well established, successful, inclusive, cross-phase, financially secure and diverse Multi-Academy Trust.

Having reached this stage in the process I expect you have already or are imminently about to forensically scrutinise the FCAT website. Therein you will find a wealth of information about our trust and links to the websites of our individual academies. From your initial fact finding and due diligence I would hope you will form the impression that FCAT is a very well organised and professional team, passionate about the critically important work it undertakes in the varied socio-economic landscape of the Fylde Coast and the geographically close Lancashire neighbourhood. You will see that every day the FCAT Team aims to be 'the best we can be'.



I do not intend here to repeat facts, figures and organisation details you can easily access through the linked trust and academy websites and from DfE performance table. My intention here is to give you a feel for the developmental history of FCAT and of the incredibly high level of commitment, determination, ability and passion of the many professionals who work centrally for the trust and within its ten amazing academies.

I am immensely proud of what has been achieved by 'Team FCAT' over what is a relatively short timeframe. The Fylde Coast Academy Trust was born out of the very successful Fylde Coast Teaching School, set up in 2010/11 by Hodgson Academy, of which I was Principal, and The Blackpool Sixth Form College. The DfE approached us in 2012/13 and asked if we would "consider sponsoring" some struggling Blackpool schools, both primary and secondary. Fast forward seven incredibly intense, challenging and rewarding years and FCAT is now a respected 'mixed economy' MAT with sponsored and converter academies and most recently its first Free School. Of very great significance is the 2020 decision of the local Headteacher Board and the RSC to fully accredit FCAT as a sponsor organisation in its own right. Consequently, FCAT now proudly stands as an entirely autonomous MAT, respected as a sponsor organisation and fully in charge of its own destiny.

FCAT is a MAT with primary, secondary and all-through academies. It has a footprint that retains the geographical cohesion of 'a local solution' but which now extends beyond Blackpool into the Wyre district of Lancashire. FCAT also supports a Lancashire LA maintained secondary school, Fleetwood High School, in an effective 'Associate Membership' model. Together, we have improved schools from Ofsted Inadequate to Good, from Inadequate to RI and we have maintained and built on previous good and outstanding judgements. In terms of Ofsted judgements FCAT has a very good track record.

FCAT has at the same time significantly restructured the finances and staffing profiles in the academies and moved them all to positions of financial security. Our academies are now in surplus and are building healthy reserves.

You will no doubt have read the March 2019 Ofsted 'Summary Evaluation' of FCAT and will see reflected in their accurate and largely positive assessment where FCAT has had the greatest impact and where it still has work to do. FCAT has a strong local and regional presence and we have been a consistent and influential 'system improvement' agent. FCAT is listened to, respected and valued by Local Authorities, other MATs, the RSC and the DfE. We have taken a collaborative approach to all our external relationships and aim at all times to be a positive and constructive partner working for the greater good of all children in our area. As CEO continuing to enhance the strong external profile of the trust has been a critically important aspect of the role I regularly undertook.

I could fill pages on the incredible journey of the last seven years but I think the most important area for me to draw your attention to is the exceptional quality of the people who work for and on behalf of FCAT. Every day I felt privileged to work with such an outstanding team of teachers, leaders, support staff, and central team personnel. The commitment of all these co-workers is truly humbling and gives daily meaning to the 'servant leadership' model we so strongly advocate and promote.

There is of course another essential group of people who have helped us in our mission to deliver the quality of educational provision required. They are the very able and committed FCAT Members, Directors and Academy Councillors. Governance in FCAT is a real strength and has helped guide our actions with challenge, strategic clarity and pace. The three core functions of governance are well understood and are firmly adhered to by all within the trust without overstepping into the realm of management.

In our leadership and governance considerations individual integrity is at the heart of everything we do. This FCAT core value ensures trust wide strategic and operational decision making is underpinned by a solidly moral foundation. We do things correctly in FCAT, no corners are cut and transparency must always prevail. FCAT is an open and outward facing organisation and we have constantly looked for opportunities to benefit from the knowledge and experiences of others.

Notably, in the last two years we have engaged in a very effective 'peer' partnership with Ormiston Academy Trust (OAT). I have no doubt that FCAT will in time be one of the elite group of valued mentor MATs such as OAT, helping others to reach their full potential.

I have loved every minute of my time working in this organisation and being CEO has truly been the outstanding highlight of my career. I encourage you to apply to what is an exceptional and wonderful job opportunity to take the trust on to its next journey.

If you have the passion, integrity, energy and drive to make a big difference in an area of clear educational need then this could be the role you are looking for.

Tony Nicholson



FCAT Chief Executive Officer - Job Description

Job Title:	Chief Executive Officer (CEO)
Salary:	£ Competitive
Responsible to:	Chair of the Trust Board
Date of Job Description:	January 2020

The role of the Chief Executive Officer is:

Leadership and Governance

1. In partnership with the Board, set the vision and long term strategy for the trust, ensuring a trust-wide culture in line with FCAT values and non-negotiables.
2. To be wholly responsible to the Board for the delivery of that strategy and for all matters relating to the operation of the trust.
3. To be the trust's Accounting Officer.
4. Engage with the Chair as required to ensure a continuing effective and efficient relationship between governance and management.
5. To lead a culture of excellence which supports strong cohesion, effective communication and impactful collaboration, and is underpinned by a robust trust-wide philosophy.
6. To drive improvement and change within the organisation at all levels, taking responsibility for the trust outcomes achieved.
7. To ensure each of our academies has robust and outstanding leadership and governance capable of continuously raising the standards of educational attainment across the trust.
8. As the Accounting Officer, to be personally responsible for all financial matters, support the Board of Directors and the trust to discharge all their statutory duties including, but not limited to, the requirements detailed in the Academies Financial Handbook, Governance Handbook, ESFA Funding Agreement, legislation relating to Companies, Charities and Data and the FCAT Scheme of Delegation.
9. To be responsible for a high performing executive leadership team that includes the Deputy Chief Executive Officer (DCEO) Secondary, DCEO Primary, Chief Operating Officer (COO) and Executive Headteachers, ensuring distributed leadership.
10. In line with the Board's strategic growth plan, to lead successful conversions for any school aspiring to join our trust, including overall responsibility for building positive relationships with the school leadership and governors and overseeing a robust due-diligence process.

Quality Assurance

11. To be accountable for ensuring that FCAT operates in a way that safeguards, at all times, the welfare of every child in the trust's academies.
12. To be accountable for reporting to the Board of Directors the performance and progress of the organisation against strategic and operational objectives.
13. To oversee all elements of trust-wide quality assurance providing directors with a clear and accurate picture of strengths and weaknesses, opportunities and threats.
14. To be accountable for the analysis, interpretation and reporting of relevant educational data and of the consequent strategic planning.

15. To promote and drive the FCAT Work and Wellbeing Charter, ensuring all employees have a positive work-life balance and FCAT is an employer of choice.
16. To drive the trust's strategy on corporate social responsibility (CSR), ensuring academies operate in sustainable and ethical ways and recognising that the trust has a major role to play in the social and economic welfare of the wider community.
17. To ensure effective succession planning, including mechanisms for identifying, developing and deploying leadership talent across the trust.
18. Working with senior leaders across the trust to inspire all members of Team FCAT to perform at their very best by building and maintaining a culture where development and recognition is at the forefront. Ensuring impactful training, support and empowerment enable challenging objectives to be achieved by colleagues; to develop and reach their potential.
19. To model and promote non-discriminatory behaviour and sustain strong equality and diversity within the trust.
20. To ensure the financial sustainability of the trust, the effective use of public funds and the achievement of best value.
21. To hold overall responsibility for compliance with statutory regulations determined by ESFA, Department of Education, Ofsted, Local Authority, Companies House and other external agencies.
22. To work with the Central Services Team to ensure compliance with legislation and internally developed policies and systems including safeguarding, finance, HR, data, governance, HSE, IT, PR and estates management.
23. To be accountable for securing strong and effective relationships with and between senior members of the Central Services Team and the Educational Improvement Team.

Quality of Education

24. In line with the trust's all-through characteristic, to provide valued and credible leadership with regard to FCAT's core purpose of providing high quality education across all four Key Stages.
25. To maintain a high level of current educational awareness and sector specific knowledge.
26. To work with the FCAT Senior Leadership Team (SLT) to make informed, clear and rationalised educational decisions, ensuring effective communication and subsequent trust-wide compliance.
27. Holding academy leaders to account for maintaining and further developing the quality of education within their academies.

External Relationships

28. To be the external face of FCAT modelling at all times the values, culture and ethos of our collaborative organisation.
29. To build and nurture excellent relationships with National and Regional Schools Commissioners, the Department for Education, the ESFA, Local Authorities, other MAT CEOs and Ofsted.
30. To build strong relationships and drive effective communication with all stakeholders including staff, pupils, parents, academy councillors and local community representatives.
31. To continue to strengthen the effective links between the trust and the Fylde Coast Teaching School Alliance.

FCAT Chief Executive Officer - Person Specification

Personal attributes required based on Job Description	Essential (E) or Desirable (D)
Safeguarding 1. Commitment to safeguarding and promoting the welfare of children and young people.	E
Qualifications 1. Degree Level Qualification. 2. Higher Degree Qualification (e.g. Masters Level or above). 3. Qualified Teacher Status.	E D D
Experience 1. Proven experience of successfully leading a multi-disciplinary organisation. 2. Experience of highly effective staff leadership, management and development, including evidence of achieving performance improvement across diverse teams. 3. Experience of excellent strategic planning, delivering creative solutions and successful identification and implementation of business and/or education opportunities. 4. Successful experience of leading organisational growth and development. 5. Proven experience of corporate/academy financial planning and effectively managing a large budget. 6. Experience of the governance of an incorporated body. 7. Experience of ensuring services provided or bought provide value for money and key performance indicators are achieved. 8. Experience of working within the education sector.	E E E E E E E D
Knowledge 1. Understanding of the nature of the role of Chief Executive Officer, especially in an education background. 2. Understanding of legislation relevant to the operation of an organisation, including but not limited to company, governance, accounting, employment and other statutory reporting requirements.	E E

3.	Understanding of financial planning and management processes and systems in a complex people-orientated organisation.	D
4.	Knowledge of government education policy and legislation, multi academy trusts and conversions and the Ofsted inspection framework.	D
Skills, Abilities and Personal Attributes		
1.	Excellent and adaptable communication and interpersonal skills.	E
2.	Effectively able to drive and share a clear vision with a variety of audiences in a variety of locations.	E
3.	Able to prioritise and make effective decisions with clarity, integrity and transparency.	E
4.	Exceptional ability to work accurately and with attention to detail in a fast paced work environment.	E
5.	Proven ability to analyse and interpret financial and performance data to support strategic planning.	E
6.	Inspirational, ambitious and optimistic leader who works with pride to achieve excellence.	E
7.	Able to build relationships and teams and to respect, motivate and constructively challenge all colleagues.	E
8.	To possess the collaborative gene and belief that together we can be 'the best we can be'.	E
9.	A track record of establishing and maintaining positive and internal and external organisational working relationships with colleagues to ensure positive and effective outcomes.	E
10.	To be a supportive and approachable leader.	E
11.	To work with resilience, flexibility and calmness in response to change on a daily basis.	E
12.	Excellent ability to negotiate, influence and persuade to drive forward the vision of the trust.	E
13.	Strong ability to successfully lead complex and significant projects from inception to completion.	E
14.	To demonstrate a passion for the advancement of education, learning experiences and outcomes for children.	E
Other Attributes		
1.	Commitment to own personal and professional development.	E

Essential requirements are those without which an applicant will not be considered for appointment.



“A partnership to promote excellence in teaching, learning and leadership”

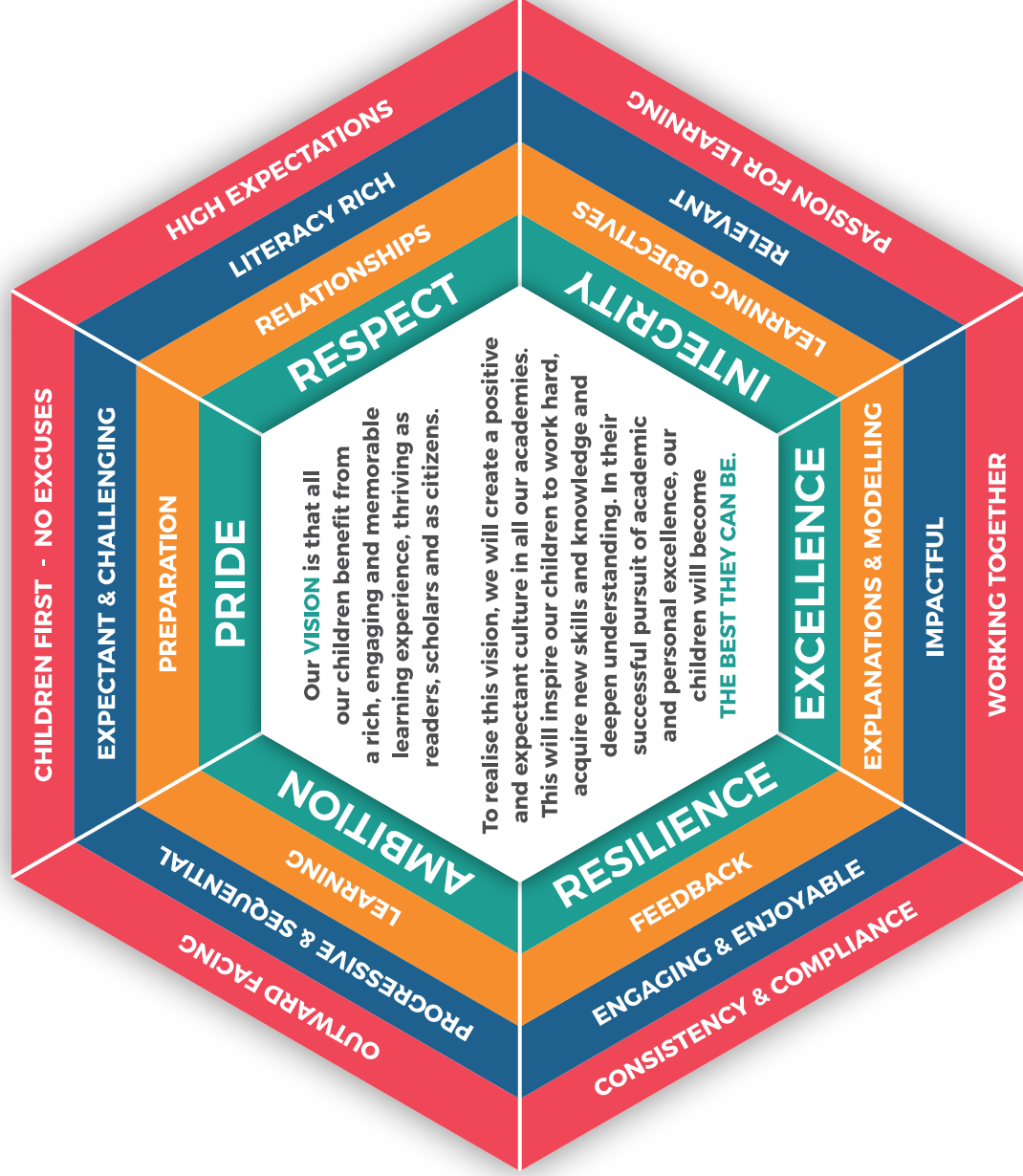
Core Values	Non-negotiables
Pride Ambition Respect Resilience Integrity Excellence	Children first High expectations No excuses Passion for learning Working together Consistency and compliance Outward facing

Our key objectives are:

- To transform the lives of young people by raising aspirations and achievements
- To give learners consistency of standards across different schools to enable confident progression to the next level
- To share resources and knowledge to provide outstanding value for money and reduce duplication
- To have one voice in a rapidly changing external environment
- To provide professional learning communities to support teacher development
- To raise attainment in English, Maths and Science

FCAT

The best we can be



10 FCAT ACADEMIES | 2 ASSOCIATE MEMBERS



THE FCAT WAY

Every lesson, every day



RELATIONSHIPS
are positive and purposeful

**EXPLANATIONS
& MODELLING**
are clear and precise

LEARNING
is demonstrated

PREPARATION

Planning, resources and subject knowledge underpin delivery

LEARNING OBJECTIVES

are explicit and challenging

FEEDBACK
is timely and impactful



FCAT All through curriculum statement

The FCAT curriculum promotes a journey that enables students to be the best they can be, preparing them for their next phase of education, adulthood and modern life.

A rich and memorable curriculum through which students take **PRIDE** in their achievements.

A broad and balanced curriculum that allows students to fulfil their potential, raise their aspirations and drive their **AMBITIONS** along the journey.

An enjoyable curriculum that promotes student curiosity and **RESPECT** in themselves, others and the world around them.

An innovative curriculum that develops students' challenge and **RESILIENCE** in acquiring relevant knowledge and skills.

A strategic and coherent curriculum designed with **INTEGRITY**, enabling students to make connections between subjects, phases and experiences.

A future-focused curriculum that delivers **EXCELLENCE** for the students as they progress along their journey.

The best we can be



E-MAILS

Colleagues are not expected to send/respond to any e-mails during evenings and weekends or holiday leave.



WORKING DAY

Everyone should have a positive work life balance. We strongly discourage a culture where colleagues frequently remain in work for excessively long hours.



DEVELOPMENT & RECOGNITION

Everyone should have reasonable and regular conversations with their line manager. This is to ensure recognition of hard work, effort and good performance; as well as honest and constructive feedback to support continuous development and progression.



COMMUNICATION

As colleagues we should communicate effectively. We encourage everyone to speak face-to-face or pick up the phone instead of sending an e-mail.



MUTUALLY SUPPORTIVE

As colleagues we show care, empathy and look out for each other. We make time to check in and ask our colleagues if they are ok.



WORKING PRACTICES

We are committed to avoiding initiative overload and assess the value and impact of what we are doing; taking the approach of Keep – Tweak – Ditch!



COLLABORATION

We are Team FCAT!
We share good practice, resources and actively network across our family of schools.



FEEDBACK

We are committed to reducing written marking through increasing in-class student/pupil feedback approaches. There will be no Trust-wide approach but feedback should be timely, impactful and add value to a child's learning experience.



Six Strand Improvement Strategy

1. LEADERSHIP WITH VISION AND EFFICACY - FCAT NON-NEGOTIABLES

- Implement a COVID recovery plan, with trust wide clarity and expectations.
- Ensure all academies are 'Good' or better.
- Develop a growth plan, including the realisation of the Lancashire Rural Hub.
- Ensure interim trust leadership arrangements are effective and ready for new CEO.
- Develop and continue with effective processes of collaboration and sharing of best practice.

2. QUALITY OF EDUCATION – THE FCAT WAY - CURRICULUM, TEACHING AND LEARNING

- Ensure that the Curriculum leads to improved outcomes.
- Continue to develop the improvement of Reading.
- Embed cross phase approaches in core and foundation subjects.
- Have a clear focus on Quality First Teaching within the principles of The FCAT Way.
- Standardise Curriculum delivery and exam specifications in KS4.
- Improve the education of children with SEND needs, following NASEN reviews.
- Ensure consistently high quality provision in Early Years settings.

3. BEHAVIOUR AND ATTITUDES

- Support students in their post COVID return with re-establishing good attitudes to learning.
- Rationalise AP partnership work across the trust.

4. PERSONAL DEVELOPMENT

- Support students in their post COVID return with their mental health and personal development.
- Introduce SRE framework across all our schools

5. MANAGEMENT - SYSTEMS, POLICIES, MONITORING AND INTERVENTION

- Measure the effective use of additional funding, always ensuring value for money.
- Ensure support staff have clear and engaging job roles, supporting the delivery of the trust's vision.
- Implement a trust-wide HR Management Information System.
- Centralise IT procurement through an IT strategy development group.

6. A POSITIVE AND EXPECTANT CULTURE – FCAT VALUES

- Support all staff by developing a relevant and impactful CPD framework, including distance learning.
- Embed the TEAM FCAT charter to improve work and wellbeing for all staff.
- Look at new ways of working post COVID, supporting the health and safety of all staff.
- Reduce our carbon footprint through new ways of working and investment in 'green' projects.
- Define our future partnership with the Teaching school and ITT provision.
- Through a search committee and other mechanisms identify and recruit high quality Governors