

The background of the image shows two young girls in blue sports uniforms on an outdoor volleyball court. They are both reaching their arms up towards a volleyball that is suspended in the air. The girl on the left is holding the ball with both hands, while the girl on the right has her hands open and reaching towards it. The court is enclosed by a green fence, and the sky is overcast. The text is overlaid on this scene.

# INVITATION TO TENDER

## EDUCATION DEVELOPMENT PARTNER

(outsourced contract)



Girls' Learning Trust

# ABOUT THE TRUST

We currently comprise three large secondary schools, each with a full Key Stage 3 to Key Stage 5 offer. Within the Trust this accounts for circa 4,500 students, 500 staff, and an annual financial turnover of over £30m. All our schools are currently located within 5 miles of each other in the London Borough of Sutton.

## WHAT IS THE HISTORY OF THE GIRLS' LEARNING TRUST?

In 2015, Nonsuch High School for Girls formed a multi academy trust with Wallington High School for Girls, the Nonsuch & Wallington Education Trust. In 2018, the company became the Girls' Learning Trust (GLT) and later that year Carshalton High School for Girls joined. Our schools are a mixture of selective and non-selective and are held in high regard by the local community. All three are high performing and each delivers a broad, balanced and challenging curriculum that sets high expectations and encourages aspiration. Students are taught by well-qualified, dedicated and committed staff who are experts in girls' education. The Trust benefits from the expertise within an executive support staff team that provides shared services for schools, including Finance, Estates, IT, Procurement, Capital Development Projects, HR, Governance, Audit and Risk. This shared team of professionals ensure consistent methods of operation, strong quality assurance and best value across the Trust.

## WHAT VISION DO YOU HAVE FOR EDUCATION AND SCHOOL IMPROVEMENT?

While we work across the Trust to support school performance and ensure value for public money, we believe in allowing our schools autonomy in developing approaches to pedagogy and the curriculum that will deliver the very best outcomes for their students. Nevertheless, our shared values and the many opportunities we have for collaboration across our schools mean that we learn lots from each other and that we remain outward-focussed. We are committed to offering an outstanding education that promotes wellbeing and personal development for everyone in our schools, enriched by the opportunities that arise from being part of a girls' education trust.

We are currently reviewing our strategy for the Trust, but at this present time our education aims are:

- Encouraging risk-taking and developing reflective approaches to teaching and learning.
- Championing equality and inclusion and challenging social and economic disadvantage.
- Building supportive and collaborative networks whilst allowing schools the autonomy to develop in ways that are best for their students.
- Offering broad and rich experiences that go well beyond the academic and lead to satisfying and rewarding career paths.
- Fostering a sense of pride in diversity.

## HOW IS THE TRUST GOVERNED?

In common with all other multi academy trusts, the ultimate accountability for all activities that take place within the organisation rests between our Trust Board (a committee of volunteers), our Trust Members (responsible for appointing Trustees), and our Accounting Officer (Chief Executive Officer). The Trust Board has established a range of subcommittees that are responsible for in-depth consideration of key areas – for example, Finance and HR. These are continually reviewed to make sure they remain fit for purpose.

In addition to this, each school has its own Local Governing Body (which reports to the Trust Board) that has a significant amount of delegated responsibility for the performance of the school. More specifically, these LGBs:

- Support and challenge the Headteacher and the school leadership to secure strong outcomes for students
- Provide oversight and monitoring of the school's activities to ensure an excellent standard of education is delivered
- Ensure that the School KPIs set by the Trust Board are delivered as part of the school development plan
- Contribute to the wider work of the Trust through membership of Trust subcommittees.

We are committed to the highest standards of governance and publish an annual Governance Handbook on the Trust website that clearly sets out how we operate, and who is accountable for what in a formal Scheme of Delegation.

### **HOW IS THE TRUST LED?**

Alongside our governance structure, on a day-to-day basis the Trust is led by the Executive Leadership Team (ELT). From September 2024 the ELT will comprise:

- Chief Executive (Chair)
- 3 Headteachers
- Chief Financial Officer
- Chief Infrastructure Officer
- Chief People Officer

It is supported by the Head of Governance, who attends where formal decisions are being taken and minutes are required. The purpose of the ELT is defined as:

- Strategic Development: responsible for developing the strategy of the Trust for approval by the Trust Board
- Strategic Delivery: responsible for delivering the strategic objectives of the Trust and developing transformation and large-scale improvement initiatives
- Operational Oversight and Delivery: responsible for oversight and guidance on the day-to-day operations of the Trust, ensuring that all schools within the trust operate efficiently and effectively
- Resource Management: responsible for leading the financial management and allocation of resources for the Trust, including budgeting, financial reporting, and ensuring compliance with regulatory requirements
- Stakeholder Engagement: responsible for leading and managing the stakeholder engagement strategy for the Trust, working together to ensure a coherent and targeted plan is in place.

Find out more on our website: [www.girlslearningtrust.org](http://www.girlslearningtrust.org).

# ABOUT THE ROLE

As part of the change in Executive Leadership Team structure from 1 September 2024, we are now tendering for a new role of Education Development Partner. We envisage six key responsibilities for this post:

- i. To provide strategic advice and support to the Chief Executive Officer in the management of the education development and assurance (EDA) framework of the Trust.
- ii. To facilitate and support key elements of this framework, including self-evaluation, the annual school review process and the development and approval of individual school development plans. Attending appropriate meetings as required.
- iii. To provide expert independent analysis on school performance data (including KPIs) to the Chief Executive, and through them to the Trust Board and Local Governing Bodies.
- iv. To support Local Governing Bodies with supporting and challenging the schools on their development plans and educational outcomes.
- v. To provide advice and support to the Chief Executive Officer for the formal performance management of Headteachers within the Trust.
- vi. To undertake full educational reviews as required, providing action plans and improvement recommendations to improve progress and outcomes.

## PERSON SPECIFICATION

As part of any tender process, we would anticipate any successful candidate meeting the following criteria:

### Education, Training & Qualifications

- Undergraduate degree (or equivalent) with evidence of personal development
- Qualified Teacher Status or equivalent

### Experience

- Significant experience of working as a Headteacher in a secondary education context and / or as a senior officer in either Local Authority or a regional consortium to raise standards.
- Experience in raising attainment and levels of pupils' achievement and progress through learning innovation.
- Experience in developing strategies and tactics to raise the attainment, progress and experience of disadvantaged students.
- Experience of supporting the management and development of a successful school / education improvement process.
- Experience of MAT governance.

### Skills & Knowledge

- Ability to accurately evaluate the work of others and provide appropriate and structured feedback.
- Ability to analyse data and identify key trends / insights.
- Ability to articulate approaches that have led to improvement in pupil progress / outcomes and improved standards of teaching and leadership at all levels.
- Ability to develop and maintain positive and productive relationships with teachers, Headteachers, Governors, Trustees, and other agencies, whilst retaining appropriate independence.
- Ability to communicate effectively with a wide range of audiences, producing high quality written work.
- Knowledge of the Ofsted inspection framework and handbook.

## Values & Personal Style

- A flexible and pragmatic style of working that can balance competing priorities sensitively.
- A good listener with patience to consider options before making judgements.
- A commitment to equality, diversity and inclusion.
- A commitment to upholding the highest standards of confidentiality and integrity.
- The resilience to sustain the focus on improvement in the event of disengagement or resistance.

## **TERMS OF ENGAGEMENT**

We anticipate making an initial fixed term appointment on a mixture of:

- 20 guaranteed working days each year to support key meetings and stages in the school improvement framework.
- Additional working days agreed with the CEO to support other activities throughout the year.

## **THE BENEFITS OF AN EXTERNAL CONSULTANT APPOINTMENT**

Whilst a number of other Trusts have taken the decision to bring this type of role 'in-house' within their staffing structure, we believe there are three key benefits to our approach, and we would welcome any tenders reflecting on how they meet the following additional criteria:

### i. Ensuring objective assessment:

An independent education development partner role should offer us an impartial viewpoint, unattached to any specific school within the Trust. This objectivity should allow for unbiased evaluations of each school's strengths and weaknesses, facilitating the identification of areas for improvement solely based on what is best for enhancing student outcomes across the Trust.

### ii. Providing diverse expertise:

Independent consultants should typically possess a breadth of experience from working with various educational institutions. This wide-ranging background should equip them with diverse strategies proven successful in different settings. When collaborating with the Trust, they should be able to leverage this experience to tailor interventions to the unique needs and challenges of each school, ensuring customized support that drives improvements in student outcomes effectively.

### iii. Promoting effective accountability:

Hiring an independent consultant should better support our culture of accountability and transparency within the Trust. Operating more independently from the Trust's internal staffing structure (although reporting to the CEO) we envisage the role to provide unbiased assessments of school performance. This impartiality should encourage schools to be accountable for their progress and will ensure transparent communication with Trust leadership, enabling informed decision-making and strategic resource allocation to support ongoing improvement efforts.

## **TEENDER EVALUATION CRITERIA**

All tenders will be broadly evaluated using the following six criteria with the weighting for each area of your bid specified as the following:

Knowledge of the MAT sector	20%	What knowledge do you have of the MAT sector, and the current challenges / opportunities it faces in terms of education development and assurance.
Track record and understanding of role	30%	What evidence have you got for undertaking similar consultancy work, including the impact this has had.

Qualifications and experience	30%	What experience do you have within senior roles in education, and responsibilities you have had within schools.
Cost	20%	What are the costs associated with the proposed 20 guaranteed days, and what costs are associated with additional days as required.

### **APPLICATION DEADLINE**

The deadline for a written proposal is Monday 23 September at 3pm. Please provide this in a PDF format and send it to: [tflynn@girlslearningtrust.org](mailto:tflynn@girlslearningtrust.org).

### **SHORTLISTING**

Shortlisting will take place week commencing 30 September. Individuals successful at this stage will be invited to interview.

### **INTERVIEWS**

Interviews will take place on Monday 7 October at Nonsuch High School for Girls. The interview panel will comprise of:

- Dr Thomas Flynn (Chief Executive Officer)
- Sandy Gillett (Chair of Trust Board & Member)
- Fiona Johnson (Trustee and former Chair of Carshalton LGB)

### **FURTHER DETAILS**

If you are interested in this opportunity, or have any questions, please don't hesitate to get in contact with our Chief Executive Officer for an informal conversation:

Dr Thomas Flynn  
 Chief Executive Officer  
[tflynn@girlslearningtrust.org](mailto:tflynn@girlslearningtrust.org)