



TRUST DIRECTOR FOR SCHOOL IMPROVEMENT JOB DESCRIPTION

The Diamond Learning Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful applicant will be subject to a criminal record check via the Disclosure and Barring Service (DBS)

Job Title:	Trust Director for School Improvement
Salary:	Leadership Spine L29 to L32
Reports to:	CEO
Contract:	Permanent, full-time (part time would be considered)

Purpose of the Role:

The Trust Director for School Improvement provides strategic leadership of school improvement, teaching quality, curriculum, professional development and educational standards across the Trust.

The postholder will:

- Lead a coherent, ambitious Trust-wide strategy to secure excellent outcomes for all pupils, driving improvement through high support and high challenge, drawing on best practice across the system.
- Provide rigorous, evidence-based evaluation of school performance, acting as an independent reviewer of quality of education, leadership and safeguarding, ensuring leaders have an accurate understanding of their strengths and areas for development.
- Develop and lead the Trust's professional development and workforce strategy, including ITT, ECT induction, NPQs and leadership development pathways.
- Work closely with the Trust Director of Inclusion to ensure teaching, curriculum and leadership approaches are fully aligned with inclusive practice and the needs of SEND, disadvantaged and vulnerable pupils.

- Promote a culture of collective efficacy, collaboration and continuous improvement across all schools, supporting DLPT's commitment to excellent education in diverse contexts.
- Ensure all schools are fully prepared for Ofsted and that leaders understand and meet national expectations and accountability standards.

Key Stakeholders:

- Headteachers and senior leaders across DLPT schools
- Trustees and Members
- Local Governing Body members
- CEO and Trust Executive Team
- Teaching School Hubs, SCITT partners, NPQ providers
- Local Authorities and regional partners

Core Responsibilities:

A. Strategic Leadership of School Improvement

- Develop further and deliver a Trust-wide School Improvement Strategy aligned to DLPT values and national developments.
- Lead strategic planning to improve the quality of education, teaching and leadership across all DLPT schools.
- Ensure a coherent approach to curriculum, assessment and pedagogy, grounded in evidence-informed practice. Looks for opportunities for consistency of approach across the Trust where appropriate.
- Model high expectations, fostering a culture of ambition, innovation and excellence.
- Lead the sharing of best practice across and beyond the Trust, and oversee the Trust's peer review process to support school improvement

B. Assurance, Accountability & Governance

- Lead and oversee a robust Trust-wide Quality Assurance (QA) cycle, including school reviews, deep dives, and leadership audits.
- Validate school self-evaluation (SEF) to ensure accuracy and consistency across the Trust.
- Provide the CEO, Deputy CEO and Trustees with high-quality reports on the quality of education, leadership, safeguarding and outcomes.
- Identify underperformance and work with Headteachers to secure rapid, sustainable improvement.

C. Outcomes, Data & Analytics

- Develop and maintain a Trust School Improvement Dashboard tracking progress, attainment, absence, exclusions and vulnerable groups.

- Use data to identify risks, diagnose root causes and shape proportionate support and challenge.
- Ensure leaders use assessment and performance data intelligently to drive improvement and evaluate impact.

D. Teaching, Curriculum & Pedagogy

- Ensure high-quality curriculum planning, sequencing and implementation across all phases.
- Support schools to embed evidence-based pedagogical approaches, including cognitive science and adaptive teaching.
- Lead reviews of the quality of teaching, learning and assessment, modelling excellence in practice.
- Broker and coordinate specialist support and expertise across the Trust.

E. Professional Development

- Lead the Trust's CPD strategy for teachers, leaders and support staff working closely with the Trust HR Manager.
- Oversee delivery of ITT, ECT induction, NPQs and leadership development pathways.
- Build talent pipelines and succession planning frameworks across all phases.
- Provide coaching and mentoring to leaders, modelling effective instructional leadership.

F. Partnerships & System Leadership

- Build external networks to strengthen DLPT's reputation as a high-performing Trust.
- Support the delivery of high quality local governance in our schools working closely with the Trust Operations Manager.
- Work with Teaching School Hubs, SCITT providers and LA partners to align professional development and teacher supply.
- Contribute to national and regional school improvement forums, representing DLPT as a system leader.

G. Disadvantaged Pupils, SEND & Vulnerable Groups

- Work with the Director of Inclusion to reduce attainment gaps for SEND, PP and other vulnerable pupils.
- Ensure schools embed high-quality inclusive teaching, targeted support and effective pastoral systems.
- Monitor outcomes and ensure leaders take decisive action where vulnerable pupils are underperforming.

H. Value for Money & Resource Leadership

- Ensure that school improvement resources and interventions are evidence-based, impactful and demonstrate value for money.

- Support schools to deploy staff and expertise efficiently to strengthen teaching and leadership.

I. Parent & Community Engagement

- Support schools to build strong parent communication, engagement and confidence in school improvement actions.
- Promote DLPT's commitment to partnership, community empowerment and improved life chances.

Key Priorities (First 12–18 Months):

- Ensure all schools have accurate SEFs and robust School Improvement Plans.
- Strengthen consistency in curriculum design, teaching quality and leadership across DLPT.
- Reduce variability in outcomes, particularly in schools facing high levels of challenge.
- Embed a Trust QA cycle aligned with Ofsted expectations.
- Establish a coherent CPD and talent development framework spanning ITT to leadership.
- Strengthen the impact of networks and collaborative improvement structures.
- Ensure all schools are Ofsted-ready, with leaders confident in statutory expectations.

KPIs / Measures of Success:

- Improved outcomes for all pupils, with accelerated progress for SEND and disadvantaged groups.
- Reduction in variability of teaching quality and leadership effectiveness across schools.
- Strong, accurate QA judgements validated through internal and external scrutiny.
- Positive Ofsted outcomes and feedback.
- Increased staff retention and leadership capacity.
- Evidence of value for money in SI activity.
- Strengthened stakeholder confidence (Trustees, governors, parents).

PERSONAL SPECIFICATION

Essential:

Qualifications

- QTS
- Experienced or willing-to-train as an Ofsted Inspector
- Evidence of sustained professional development at senior leadership level

Experience

- Successful headship experience in more than one contrasting context, demonstrating impact in different socio-economic environments
- Proven track record of securing and sustaining school improvement across multiple schools or a Trust-level role.
- Significant experience coaching and challenging senior leaders, including Headteachers.
- Experience evaluating quality of education, leadership and safeguarding using inspection-level criteria.
- Experience leading CPD, ITT, ECT induction or NPQ delivery.
- Experience improving outcomes for disadvantaged pupils and other vulnerable groups.

Skills & Knowledge

- Ability to accurately evaluate school performance, triangulate evidence and form clear, evidence-based judgements.
- Deep understanding of curriculum, pedagogy and assessment, including evidence-informed practice.
- Strong analytical, data and reporting skills.
- Excellent interpersonal skills; able to challenge with empathy and professional credibility.
- Solutions-focused, resilient and able to drive improvement at pace.

Personal Attributes

- High levels of emotional intelligence and professional integrity.
- Ability to “sit in the Headteacher’s shoes” while offering candid, constructive challenge.
- Commitment to collaboration, collective efficacy and DLPT values.

Desirable:

- NPQH / NPQEL or equivalent
- Experience working across primary and secondary phases
- Experience contributing to system leadership or national school improvement networks
- Experience leading large-scale curriculum or pedagogical change