



St Gabriel
the Archangel

Catholic Multi-Academy Trust

Job Description

Partner: Trust School Performance & Transformation (School Improvement)

Forming Christ-centred pilgrims of hope, with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice.

Contract

Full-time, Permanent.

Reporting to

Executive leader / Senior Partner: Trust School Performance & Transformation

Salary

L10-L14: £66,956-£73,827 (STPC). NJC may be considered if requested.

Purpose of the Role

The Partner: Trust School Performance & Transformation (school improvement) works mainly within a region to implement the Trust's approach to continuous school improvement (transformation). QTS and successful school improvement experience in primary and/or secondary phases are expected. You will operate as a critical friend and implementation partner, working alongside school leadership teams to strengthen their capacity. By focusing on diagnostics, co-design of solutions and coaching, you will ensure that improvement strategies are evidence-based, effectively implemented and result in tangible outcomes for pupils. You will be assigned a strategic priority to implement as part of your role within your region and will contribute to the professional learning communities (Transformation & Innovation Hubs ©).

Key Responsibilities

Job Purpose

- To act as a diagnostician and capacity-builder. You will support schools in utilising the Trust's improvement cycle.

Key Responsibilities

- **School improvement (Transformation) Implementation:** Implement assigned Trust Transformation strategic priorities within your region.
- **Evidence-Informed Improvement:** Support schools in using data as a springboard for deeper investigation (asking "Why?" rather than just "What?").
- **Coaching Walks & Review:** Conduct coaching walks and reviews that strengthen leaders' abilities to interpret what they see and act on it.
- **Bespoke Coaching:** Provide targeted support to school leaders, helping them refine their craft and build the capacity to improve their own schools.

- **Hub Participation:** Join and actively contribute to Transformation & Innovation Hubs ©, sharing expertise and adapting best practice to the unique context of schools.
- **Equity Monitoring:** Support leaders in identifying which pupils are not yet flourishing, ensuring interventions target the root causes of underperformance.
- **Short evaluation timelines:** Help schools identify, act, observe and adapt for significant priorities to ensure visible impact within weeks.
- Lead the model with allocated schools with differentiated support.

Values and Behaviours

- Embeds the Questioning Minds philosophy: Curiosity, diagnostic focus, and collaborative capability.
- Models "high challenge and high support" in all interactions with school staff.
- Committed to professional learning that changes practice.
- Demonstrates a collaborative approach, sharing generously and acting with integrity.

Safeguarding Commitment

St Gabriel the Archangel Catholic Multi-Academy Trust is fully committed to safeguarding and promoting the welfare of children and young people. The Trust expects all staff and volunteers to share this commitment and comply with safer recruitment procedures, including an enhanced DBS check and Children's Barring List check.

Benefits

- Opportunities for professional development through participation in Transformation & Innovation Hubs ©.
- Supportive and collaborative working environment.
- The opportunity to influence school improvement and shape the Trust's shared mission at scale.

Person Specification

E = Essential

D = Desirable

Qualifications and Commitment	
A deep commitment to the mission, characteristics, and ambitions of St Gabriel the Archangel CMAT.	E
Qualified Teacher Status (QTS).	E
Experience and Leadership	
Successful leadership experience within a school or educational setting (Primary or Secondary)	E
A record of contributing to school improvement and improved pupil outcomes.	E
Experience of working collaboratively with colleagues to improve practice.	E
Ability to work effectively within complex educational contexts.	E
Experience in coaching or mentoring teachers or middle leaders.	D
Experience in implementing new initiatives or strategic plans.	D
Knowledge, Skills and Attributes	
Strong knowledge of curriculum, pedagogy, and assessment.	E
Analytical capability to interpret data and evidence to inform practice.	E
Good understanding of effective implementation and why change succeeds or fails.	E
Strong communication and interpersonal skills.	E
Relentless ambition for vulnerable and disadvantaged children and young people.	E
Commitment to collaborative and system-led improvement.	E
Understanding of accountability and the need for evidence-based improvement.	E

