



Astrea Academy Trust

LEARN, THRIVE, SUCCEED

Regional Lead Practitioner

Candidate Pack



Introduction

I am thrilled that you are interested in the role of Regional Lead Practitioner. This is a unique opportunity for exceptional teachers who want to progress their careers while staying close to what they love – **teaching**. It allows you to make a significant impact on the life chances of children by ensuring they are taught by the very best practitioners who can help them to achieve excellent outcomes.

This role is open to teachers with a proven track record of delivering excellent outcomes in the classroom who possess the drive to support our mission.

We are committed to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture. We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all. We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science.

We believe that the creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything.

If you are aligned with our values, passionate about improving young people's education, and ready for a role that combines classroom excellence with trust-wide impact, we would be delighted to hear from you.

I would strongly encourage you to arrange a conversation prior to the interview date. To arrange a telephone or Teams call, please contact recruitment@astreaacademytrust.org.

With very best wishes,



Matt Carnaby
Director of Curriculum & Assessment

Introduction

Thank you for your interest in joining the Astrea Academy Trust as a **Regional Lead Practitioner**

This pack is designed to help give you a sense of what it would be like to work with us and help you decide whether you can see yourself joining us on our journey of transformational change to secure excellent outcomes for all children.

We are on a shared mission to tackle historic disadvantage and drive deep school improvement. Giving all scholars access to a high-quality schooling and the best possible opportunities is key to social justice and to narrowing the achievement gap for our most disadvantaged children. Over the past 24 months, our Trust has moved from just one of our nine secondary schools being judged good or better, to all nine achieving this standard. Simultaneously, we have been writing a common core curriculum to provide a step-change in the quality of education we provide. Having made these significant improvements, we are now moving with renewed focus into the next phase of our mission: securing exceptional outcomes for every scholar.

We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all, with an underpinning philosophy that 'education for all should confer the benefits associated with education for the rich' (Michael Young). To achieve this, we design carefully sequenced curricula underpinned by spaced retrieval practice, detailed assessment, and mastery in small steps, enabling children to make exceptional progress.

Our approach to teaching is grounded in explicit instruction, shaped by Lemov's Teach Like A Champion, Rosenshine's principles, and the latest developments in cognitive science. Excellent teaching sits at the heart of this model, supported by deliberate practice and high-quality instructional coaching, to deliver the very best classroom practice.

The Lead Practitioner role sits at the heart of this mission. Each week, you will be in the classroom delivering outstanding lessons, modelling excellent practice, and securing the very best outcomes for our scholars. For the right candidate, there will be the opportunity to progress to a Regional Lead Practitioner, teaching across two academies four days a week. One day a week, Regional Lead Practitioners work with the wider Secondary Education Team to develop resources and curriculum materials that support colleagues and drive improvement Trust-wide.

Our Regional Lead Practitioners

This role offers the perfect balance: the opportunity to progress your career while continuing to share your passion for your subject and remain at the heart of the classroom. There is also the opportunity, for the right candidate, to progress to our current team of Regional Lead Practitioners come from diverse backgrounds, but are all united by their drive to disrupt disadvantage, their expertise as outstanding classroom practitioners and a proven track record of success. Here is what they say about this unique opportunity:

The Regional Lead Practitioner role is a perfect combination of school deployment and Trust-wide initiatives, allowing me to have a wide-reaching impact while still seeing the difference first-hand in the classroom. I work closely with four schools across South Yorkshire and contribute to national work through the central team, including developing and resourcing a coherent maths curriculum, delivering high-quality CPD, and coaching and mentoring colleagues to strengthen practice across the Trust. I really enjoy collaborating with colleagues across the Trust, supporting their development and working together to create resources that make a real difference to student outcomes.

It was important to me that I could drive high standards of teaching and learning across schools while still remaining rooted in the classroom, experiencing the joy and wonder of teaching alongside wider responsibilities. Seeing the impact of this work, both locally and nationally, is incredibly rewarding and reinforces why I chose this role. I'm passionate about improving lives through education and improving outcomes for students in the communities that need it most, which aligns with Astrea's mission to disrupt disadvantage. I'd recommend it to anyone who wants to develop their leadership skills and extend their influence across multiple schools while remaining grounded in classroom practice - it's a powerful blend of leadership, collaboration, and direct impact.

Kathryn Clark
Regional Lead Practitioner for Maths



Our Regional Lead Practitioners

For me, becoming a Regional Lead Practitioner for Astrea Academy Trust has been the greatest career move thus far. The values and vision of the Trust and Central Team are exactly what this country needs to disrupt the disadvantage many of our young people face in this day of age. My belief that all students deserve a high-quality education regardless of their background aligned with the initial conversations I had with members of the Central Team. I was also enthused by being part of a journey to "Outstanding" belonging to a Team of deep-thinking practitioners and Curriculum Leads who are experts in delivering an excellent curriculum through the use of evidence and current research. At the core of this role is being a complete die-hard, enthused, passionate advocate of your subject in which you get the best of both worlds as you get to develop the curriculum at a Trust level whilst also doing what we all love the most; Teaching scholars outstanding lessons day in, day out.

Jo Bryce

Regional Lead Practitioner for History



After being Head of Department for several years, becoming a Regional Lead Practitioner was a clear step forward. In this role, I have the ability to impact and enhance the lives of young people and support departments, while still having quality teaching time in the classroom. I am working with teachers to upskill their classroom practice- empowering them to be the best they can be. After visiting many Astrea schools, my knowledge of barriers to education has developed and I am better equipped to disrupt disadvantage. I would recommend this role to someone who is passionate about making a difference to teachers' and scholars' lives at a trust level.

Sheridan Johnson

Regional Lead Practitioner for English



About the Trust

The trust has 26 academies across South Yorkshire and Cambridgeshire

We are committed to ensuring that all children in the trust have accelerated opportunities that enable them to learn, thrive, and lead successful lives. Our ambition is to tackle historical educational disadvantage and to play our part in the social regeneration of areas that have experienced poor education opportunities.

The trust has grown rapidly since its creation and now educates around 15,000 students in 26 academies. In Cambridgeshire, the trust comprises four secondary schools and one SEMH special school. In South Yorkshire, the trust works through seventeen primary academies, one all-through school, and three secondary schools.

The trust's Executive Team is led by Rowena Hackwood as Chief Executive Officer. A wider central team supports the work of individual academies in core areas such as academic support, inclusion, governance, finance, HR, estates, and IT. With a 2030 strategy in place, we are clear and specific about our vision for behaviour, curriculum and teaching quality.

All our academies are rated **GOOD** by Ofsted.



Astrea in Numbers

26
ACADEMIES

2,000
MEMBERS
OF
STAFF



£115m
TOTAL
INCOME

100%
RATED 'GOOD'

14,000 PUPILS

£3.9m
REINVESTED
INTO SCHOOLS
TO IMPROVE
FACILITIES AND
INFRASTRUCTURE



Our Vision and Values

Our future success is underpinned by a strong set of shared values. These values are important because they support the vision, shape the culture, and make a statement about what we hold dear.



SCHOLARSHIP:

We are informed by the best of academic and organisational thinking and research, using this where we can and expanding it where possible.



CURIOSITY:

We ask searching questions, not taking things at face value, seeking out the best of what is known and engaging in appreciative enquiry.



TENACITY:

We deliver on our promises and see things through to completion. We embody pace, urgency and determination in our focus on improving outcomes for children and on our own performance.

Our Academies

PRIMARY



SECONDARY



ALL-THROUGH



SPECIAL



About Astrea Academy Trust

SECONDARY ACADEMIES

Within our secondary academies we have a clear and specific vision for behaviour, curriculum and teaching principles, which is codified and widely shared.

Our shared values are scholarship, curiosity & tenacity. We are unapologetically ambitious for every child, regardless of their background, prior attainment or needs. Our goal is to ensure that all our scholars have the option to attend university or pursue an aspirational alternative. Through quality first teaching, we work tirelessly to remove any barriers to success for all children.

OUR KEY CHARACTERISTICS

- Exceptionally high aspirations, with a firm emphasis on academic attainment
- Ambition for every scholar to have the option to attend university or pursue an aspirational alternative
- A knowledge-rich curriculum
- Innovative teaching approaches focusing on direct instruction, means of participation, and developing fluency, greatly influenced by Lemov's 'Teach Like a Champion', Rosenshine, and recent developments in cognitive science
- A commitment to reducing unnecessary tasks through our academy-led Workload Charters
- A belief that our staff are our greatest asset, fostering a developmental environment where everyone can thrive and grow in their role
- A calm and purposeful learning environment that is warm, welcoming, and friendly
- Centralised behaviour systems to further support teacher workload
- A focus on improving reading ability
- A broad range of extra-curricular activities, including sports, music, performing arts, and academic clubs.



About Astrea Academy Trust

A KNOWLEDGE-RICH EDUCATION

By a knowledge-rich education, we mean a rigorous and extensive knowledge-based education, that draws its material and methods from the best and most important work in both the humanities and the sciences.

The aim of a core knowledge education is not primarily to prepare students for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.

We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon but should embrace other cultures and traditions. What that canon includes will be subject to review but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

WHAT ASTREA OFFERS

- Ongoing CPD, career development, and promotion opportunities
- Extensive support and progression opportunities
- Collaborative planning with a developing centralised KS3 curriculum and associated artifacts
- A feedback policy focused on whole-class feedback – no onerous marking policies
- Disruption-free learning and a 'warm/strict' behaviour system
- Highly visible/supportive senior leaders who have your back
- Centralised detentions, including homework detentions - no need to organise, run or chase them
- No formal graded lesson observations – just ongoing 'no-stakes' drop-ins based around instructional coaching for continuous development
- Excellent support from the Astrea Trust Central team and other colleagues in secondary schools

Codifying Culture

‘We are what we repeatedly do.
Excellence, then, is not an act, but a habit.’

Excellence is a habit



Students rise to meet our high expectations. Maintaining our standards is paramount to establishing strong cultural norms and fostering a culture of excellence.

Warm/Strict (WWF)



We maintain high expectations for students while fostering an environment of warmth, genuine care, and positivity. This nurtures a supportive learning atmosphere which is both disciplined and joyful.

Joy and belonging



Belonging is one of the most powerful human emotions. Our school creates warm, welcoming, and friendly environment that are fully inclusive, ensuring every student feels joy and a sense of belonging.

Kindness & Politeness



These values are essential for a positive school culture. We foster an environment where kindness, politeness, and gratitude are consistently practiced, creating a respectful and supportive community for all students.

Purpose not power



Actions, intentions, and words are guided by purpose, not merely by positions of authority. All colleagues can clearly articulate the rationale behind actions and decision-making processes.

Over communication



We consistently revisit and reinforce our mission, values, and principles. Over-communicating our core purpose ensures everyone remains aligned. Our values are lived not laminated.

Codifying Culture

‘A strong culture is taught not caught’

Praise & Recognition



Recognition, praise, and rewards drive positive change. We aim to praise students every lesson, every day. Sanctions are issued when wrong choices are made.

Rowing together



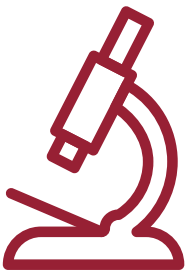
Aligned around our vision and values, all staff row together with relentless consistency. Ignoring issues undermines our culture; instead we collectively row together for the benefit of all.

Aspiration



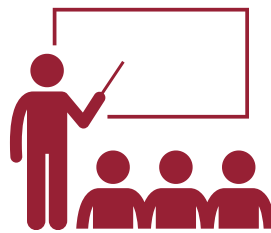
We deliver a knowledge-rich curriculum providing the foundation for excellent outcomes and further opportunities. We believe everyone can succeed. We focus on raising attainment, not just aspirations, turning goals into reality.

Sweat the small stuff



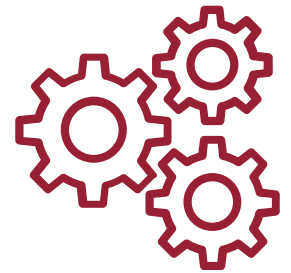
Leaders and staff adopt a meticulous approach, with a relentless drive to ensure fundamental basics are consistently in place and maintained at all times.

Teachers can teach and students can learn



We are committed to fostering an environment where exemplary behaviour is the foundation for disruption free learning. All teachers and support staff can teach and do their jobs free from disruption, no matter their status.

Routines



Universal classroom routines help establish a culture focused on learning. By setting shared expectations and consistent behaviours, we shape the values and norms that define our school community.

About the role

Role Title	Regional Lead Practitioner
Responsible to	National Lead of Specialist Subject
Salary	£53,063 - £80,668

PURPOSE

We are building an exceptional team of enthusiastic and highly skilled Regional Lead Practitioners, committed to driving excellence and transformative change in our schools. If you have a deep passion for your subject, a proven track record of delivering impact and outstanding results, and the expertise to break down barriers to success, empowering scholars and driving social mobility, then this could be the role for you.

As a Regional Lead Practitioner, you will teach consistently excellent lessons which align with our Trust-wide approach of delivering a knowledge-rich curriculum through explicit instruction (inspired by Rosenshein and Lemov). You will also work alongside our Secondary Education Team, benefiting from the guidance of leading subject and educational experts who will provide unmatched support, constructive feedback, and meaningful opportunities for growth.

You'll thrive in a dynamic, collaborative environment, learning from other specialists in curriculum development, leadership and raising achievement. Our team is deeply connected to prestigious national networks and some of the country's most accomplished educators, leaders, and curriculum innovators.

This role offers a unique opportunity to shape the future of our schools, enhance scholar outcomes, and advance your career while remaining deeply engaged with the subject you love—all within a passionate, forward-thinking team committed to making a real difference.

Operational success

relies fundamentally

on **the success**
of our people 

About the role

We understand the impact that great practitioners have on scholar outcomes, both in everyday lessons and as part of exam preparation initiatives. The Regional Lead Practitioners will significantly raise achievement, specifically in KS4, by teaching excellent lessons, expertly leading specialist sessions, and supporting scholars to achieve aspirational outcomes. You will also design and develop training and teaching materials, equipping curriculum teams with the tools to drive excellence.

In this role, you will work across two schools in the region for four days per week, driving up standards in KS4 and building capacity within teaching teams to deliver the outcomes our scholars deserve.

For one day a week, you will drive Trust-wide improvement in curricula and outcomes, in standards of teaching, and in assessment in your specialism across the Trust. You will have the opportunity to work alongside the National Lead for your specialism to help position the Trust as a national leader in education, enhancing the Trust's reputation for CPD, teaching and standards, and cultivating strong influencing relationships with relevant societies, public and private sector partners, testing and examination consortia and national policy makers.



About the role

KEY RESPONSIBILITIES

- Raise achievement in Key Stage 4 specialist subject, supporting all scholars to achieve aspirational outcomes by teaching consistently excellent lessons, delivering impactful specialist support and cultivating a scholarly culture
- Support the design and implementation of an exceptional KS4 curriculum
- Strengthen and capture the professional knowledge of the Trust's teachers so that it can be shared and scrutinised, as well as sourcing the best educational knowledge and expertise externally
- Provide subject specific curriculum expertise to the wider Astrea Secondary Curriculum Team
- Lead on the improvement of scholar outcomes in your subject and drive forward the improvement of teaching standards
- Provide exceptional leadership of your subject, across the region, and support and develop subject leadership within our schools.

ACCOUNTABLE FOR

- High quality leadership of projects and delivering on agreed targets
- Securing exceptional scholar outcomes across the Trust schools
- Providing high quality support in the specified subject area, and liaison with other Regional Lead Practitioners, National Subject Leads and Heads of Department, as required to develop curriculum plans, resources and policies
- Assuring that effective procedures are undertaken for recording, monitoring, analysing and acting upon a range of data sets as needed to implement and measure the impact of school improvement strategies
- Ensuring quality assurance procedures are undertaken rigorously
- Collaborating across the education, school improvement and school leadership teams to ensure coherence and effective team working
- Staying informed of current educational development, policies and research as needed to influence and drive school improvement
- Providing high quality mentoring and coaching to senior leaders, curriculum leaders and relevant staff
- Undertaking any other professional duties, which are reasonably delegated to her/him by the Director of Curriculum & Assessment or National Lead for your specialism.

Person Specification

QUALIFICATIONS

- Qualified Teacher Status (QTS)
- Evidence of continuous INSET and commitment to further professional development

EXPERIENCE

- Excellent subject knowledge and expertise
- Secondary teaching experience
- Middle or Senior Leadership experience
- Proven track record of achieving excellent outcomes

KNOWLEDGE & UNDERSTANDING

- Secondary assessments
- Subject-specific current research and evidence-based practice in teaching
- Curriculum development and design

PERSONAL SKILLS & ATTRIBUTES

The ability to:

- Promote the Trust's aims positively, and use effective strategies to lead and manage
- Develop good personal relationships within a team
- Establish and develop close relationships with parents, trustees, Trust senior staff, governors and the community
- Communicate effectively (both orally and in writing) and be approachable to a variety of audiences
- Work in an organised manner, committed to the task in hand
- Lead and manage highly effective teams



Candidate Charter

We want every candidate to have an informed, engaging, and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

OUR COMMITMENT TO YOU

- Transparency – we will treat you with respect, honesty and fairness.
- Protecting your privacy – we'll ensure your information is secure and handled sensitively.
- Understanding – you will be given everything you need to make informed decisions.
- Showcasing talent – we will provide a good opportunity for you to share your skills, experience and potential.
- Feedback – we will provide constructive feedback professionally and promptly.
- Listening – we welcome feedback and we'll act on what you have to share.
- Inclusivity – our hiring decisions align with our commitment to create a high quality, diverse workforce.

WE WILL:

- Provide you with clear, accurate and timely information.
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need.
- Respond to enquiries promptly and usually within 24 hours during the working week.
- Adopt a fair and consistent assessment process.
- Make sure you have all the documentation and details you need for an interview, well in advance.
- Provide you with real insight about what it's like to be part of our team.
- Ensure all offers are fair and equitable.
- Seek feedback on your experience at every opportunity, so we can continue to improve.

IN RETURN WE ASK THAT YOU:

- Be honest and upfront about your experience, aspirations and motivations.
- Provide open and accurate information when submitting an application.
- Always give yourself the best opportunity to succeed – research who we are and how we work.
- Let us know if situations change in relation to your interest and help us understand why.
- Prepare yourself for interview and let us know how we can support you.

How to apply

Your application

If you like what you've read so far and think you can see yourself as a key member of the Astrea team, it's time to fill in your application.

Your application is an important part of the selection process as it's used to determine whether or not you'll be chosen to have an interview. It's really important that you try to capture all of the relevant information we have asked for on the form so we can get a good feel for who you are and why you're great.

All applications must be submitted through My New Term - the link to our careers page is here:
[Astrea Academy Trust Careers Page Link](#)

Tips for a great application

- Check out the person specification - this highlights the key aspects we're looking for.
- Show us what impact you have had in your current setting, what have you implemented, how did you do this, what were the results and what did you learn.
- Be yourself. Your personality, values and vision are the most important to us - you must be a great fit!
- Be sure to read this pack and our policies thoroughly to ensure you are fully aligned to our ways of working. If so - tell us about it!
- Make sure you tell us what skills you have that make you perfect for this role. Tell us the impact of your work, don't just list the tasks that you have completed.
- List any formal qualifications on your application. We'll need to see the certificates for your qualifications at interview stage.
- Make sure you include paid work, unpaid work and any work experience in your employment history. Start with your current employment, or if you are currently unemployed, your most recent employment. If there are any gaps in your employment, you must tell us why for safer recruitment purposes.
- At least one of your referees should be your current employer. If you are not currently employed, provide your most recent employer. If you don't have any employment history, think about professional referee's who would best describe your strengths for the role and your suitability to work with children.

How to apply

Astrea Academy Trust are an equal opportunities employer, committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Successful applicants are subject to an enhanced Disclosure & Barring Service check and satisfactory employment references.

As well as verification of identity, we ask all successful candidates to undertake an enhanced DBS disclosure. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties.

DISABILITY CONFIDENT EMPLOYER

Astrea Academy Trust is delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer, we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Any questions

Who do I contact if I have any questions about the role?

If you'd like to speak to a colleague ahead of submitting an application, please refer to the job advert and contact the lead person for the specific role. We'd love to answer any questions you may have. Likewise, a phone call or teams meeting may work for you - please reach out and we'll make it happen.

Who should I contact if I have any special requirements?

If you're unable to complete our online application form and need some support, and/or you need our documents in an alternative format, for example, large print, please contact our recruitment team Recruitment@astreaacademytrust.org.

How long will it take for you to decide if I've got an interview?

This can vary depending on the number of applications we receive for each vacancy. Generally speaking, we do try our best to make or decision and contact applicants invited for interview within a week of the closing date.

Will I be notified if my application is unsuccessful and will I receive feedback?

We know how much time and effort goes into an application and we really appreciate the time you've taken to apply for a job with us. During the shortlisting stage, your application status will be updated on MyNewTerm & you will receive an automated email from the system. Due to the volume of applications we receive, we're unable to provide feedback to unsuccessful candidates at the shortlisting stage.



Please visit our website to
learn more.

www.astreaacademytrust.org



Astrea Academy Trust

LEARN, THRIVE, SUCCEED