



St Gabriel
the Archangel

Catholic Multi-Academy Trust

Trust Lead: Equity, Performance & Transformation

Job Description

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

St Gabriel the Archangel Catholic Multi-Academy Trust

Contract

Full-time, Permanent

Reporting to

Chief Executive Officer / designated Executive Leader for Schools

Salary

Leadership range L26 - L32

Purpose of the Role

The Trust Equity, Transformation & Performance Lead is a senior, Trust-wide educational leadership role responsible for securing ambitious, equitable and sustainable transformation across St Gabriel the Archangel CMAT's secondary schools in the first instance, while helping to shape a coherent and exceptional educational journey for pupils across the Trust from 3–19.

As a key leader and implementer of the Trust's Questioning Minds Transformation Model ©, the postholder will work predominantly in and alongside our schools, walking with leaders, colleagues and pupils to question, diagnose, coach, challenge and build the capacity for sustained improvement.

A critical dimension of the role will be to bring exceptional educational insight to the continued development and use of the Trust Insights Warehouse ©, ensuring that intelligence becomes a catalyst for Questioning Minds rather than simply a collection of data. They will help shape the evolution of the Insights Warehouse © so that it increasingly identifies patterns, emerging risks, inequity and opportunities for questioning minds and transformation across the Trust.

Where performance, leadership or provision requires urgent improvement, the postholder will work closely with the school, regional executive leaders and wider Trust team to drive rapid and decisive recovery, mobilising the right expertise and capacity, establishing clear priorities and ensuring improvement is implemented at pace and sustained.

Drawing upon exceptional educational insight and evidence, they will connect what is experienced in schools and classrooms with strategic decision-making, influencing practice and priorities at school, Senior Partner and Executive level. The role is ultimately about ensuring that transformation is not done *to* schools, but built *with* them, whilst recognising that where pupils are not receiving the quality of education they deserve, the Trust will act with urgency, clarity and collective responsibility.

Key Responsibilities

Job Purpose

- Trust Lead: Equity, Performance & Transformation is a Senior Partner level Trust-wide educational leadership role responsible for securing ambitious, equitable and sustainable improvement across St Gabriel's secondary schools (in the first instance), while contributing to the development of a coherent educational journey across the Trust from 3–19.

Key Responsibilities

- Lead secondary performance and transformation with executive leaders and wider team
- Identify inequalities and codesign solutions - champion equity
- Line-manage principal colleagues
- Secure exceptional self-evaluation
- Turn insight into action
- Diagnose key levers with leaders
- Focus relentlessly on what matters most
- Coach leaders, build capacity and lead/support specialist hubs
- Bring an effective HMI / Ofsted inspector's eye without creating an inspection culture
- Strengthen curriculum, assessment and achievement
- Champion and co-design a coherent 3–19 curriculum journey
- Identify and address ineffective transition
- Mobilise capacity around the school (and region/Trust with the CSEL / CEO)
- Lead implementation and timely evaluation of impact
- Contribute to professional learning that changes practice
- Secure continuous readiness, ensuring every school knows itself exceptionally well, can evidence and articulate its impact with confidence, and is consistently able to excel accurately during scrutiny.
- Contribute to SGtA Trust model for school transformation

Values and Behaviours

- A questioner
- A diagnostician
- A coach
- An evaluator
- A connector
- A capacity-builder
- An implementation partner
- A researcher and system leader
- A catalyst for transformation

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.

Place of Work

This role is based across the Trust's three regions: Stoke & Newcastle-under-Lyme, Staffordshire, and Wolverhampton & the Black Country. You will work predominantly within our schools, with the expectation that time is deployed where the need is greatest. Desk space will be available in each region to support your work.

Benefits

- To work with a dedicated and passionate Trust directors, executive team and leaders, influencing at scale to transform educational experiences
- Opportunities for professional development and CPD
- Participation in Trust-wide initiatives and senior leadership forums
- Supportive and collaborative working environments
- Help to shape a 64 school Trust near the start of its journey

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
QTS	E
Experience and Leadership	
Substantial and highly successful leadership experience within secondary education	E
A compelling record of securing sustainable school improvement and improved pupil outcomes	E
Evidence of a deep understanding (E), and possibly direct input into, educational research to impact on this role (D).	E/D
Significant experience / training - supporting, challenging, coaching and developing middle and senior leaders	E
Credibility to work effectively with Principals and executive leaders	E
Ability to work strategically across multiple schools and complex contexts	E
Impactful experience as a secondary Ofsted / His Majesty's Inspector, demonstrating exceptional evaluative expertise and the ability to translate inspection insight into sustainable improvement	E
Impactful experience as an educational or leadership coach, particularly with Principals, senior leaders and middle leaders	D
Successful experience of transforming schools experiencing significant challenge	E
System leadership across multiple secondary schools	D
Experience of developing highly accurate school self-evaluation	E
Significant experience of curriculum evaluation and development (3-19)	D

Experience of strengthening KS2–KS3 transition	D
Experience of evidence-informed school transformation (3-19)	D
Demonstrable experience of leaving sustainable leadership and improvement capacity behind	D
Knowledge, Skills and Attributes	
Exceptional understanding of secondary curriculum, pedagogy, assessment and achievement	E
Strong knowledge of the KS2 curriculum and expectations and how these provide the foundations for KS3 and secondary achievement	E
A sophisticated understanding of curriculum progression and educational development across 3–19	E
Exceptional understanding of the relationship between KS2 and KS3	E
The ability to identify ineffective transition, curriculum discontinuity, unnecessary repetition, lowered expectations and lost learning	E
Sophisticated understanding of educational disadvantage, SEND, inclusion and equity	E
Exceptional analytical, diagnostic and evaluative capability	E
The ability to triangulate quantitative and qualitative evidence and reach secure judgements	E
The ability to diagnose complex educational and organisational challenges	E
Understanding of effective implementation and organisational change	E
The ability to build leadership capability rather than dependency	E
Exceptional communication and interpersonal skills	E
The ability to communicate challenging messages with courage, compassion and clarity	E
Relentless ambition for vulnerable and disadvantaged children and young people	E
Commitment to collaborative and system-led improvement	E
A strong understanding of current national accountability and inspection expectations	E

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The St Gabriel the Archangel (SGtA) Questioning Minds Transformation Model, including its distinctive framework, improvement cycle, terminology, sequencing, diagnostic approach, associated questions, continua, implementation methodology and related written and visual materials contained within this document, has been developed for St Gabriel the Archangel Catholic Multi-Academy Trust.

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Questioning Minds Transformation Model © 2026