

MAKE AN IMPACT THAT WILL LAST A LIFETIME.

Join our team.

Recruitment Pack

Trust Deputy School Improvement
Director (Secondary)

Trust Deputy School Improvement Director (Secondary)

We are a growing Multi-Academy Trust comprising eleven schools: six secondary and five primary.

Each school within our Trust has its own distinctive values and ethos, united by the overarching principle of "Striving for Excellence". Our aim is to create an environment where every child and young person can thrive academically, personally, and socially, experiencing the true joy of learning.

This is an exciting time for Areté Learning Trust as we continue our journey following a recent merger. We are committed to delivering inclusive, high-quality education and driving sustained school improvement across the Trust.

We are seeking to appoint a Trust Deputy School Improvement Director (Secondary) to work in partnership with Headteachers across our secondary schools. The successful candidate will provide both support and challenge to strengthen curriculum, teaching, learning, and achievement. The role will ensure excellent outcomes for all students, with particular attention to those who are vulnerable or

disadvantaged, so that every child can reach their full academic and personal potential.

This is a unique opportunity for an ambitious leader to take on a strategic role and make a lasting impact.

At Areté Learning Trust, we value integrity, kindness, collaboration, and high expectations, and we are committed to supporting our staff through professional growth and a culture of excellence. In addition, we offer recognition of previous service with other schools, academies and local government, CPD, training courses and webinars, expenses and travel costs along with a full range of employee benefits.

If you have the desire to make a difference to the lives of young people then we would love to hear from you.

For an informal conversation about the role or to visit the Trust, please contact Beth Reilly, Exec PA, on breilly@arete.uk or **01642 718555**.

A Message from the CEO

Thank you for your interest in the Trust Deputy School Improvement Director (Secondary) position at Areté Learning Trust.

At Areté, we are on a mission to being an excellent trust with excellent schools – we would love you to join us in our mission.

We are a values driven trust and bring this to life every day through our commitment to excellence, equity and integrity. We recognise the unique value of everyone, whether they are staff or students and are dedicated to ensuring that every member of our Trust reaches their full potential through 'Striving for Excellence'.

To achieve this, we collaborate with stakeholders and external organisations to build relationships that enhance opportunities for all members across the Trust.

We firmly believe that every student, regardless of their background deserves an excellent education and an equal opportunity to fulfil their potential. This vision guides us in creating an environment where every pupil can thrive.

As part of our Trust, our schools align with collective aims, including prioritising holistic development of pupils academically, socially and emotionally.

We aim to instil a passion for lifelong learning and continual improvement among our schools, staff and students, empowering them to pursue their aspirations and ambitions.

Our goal is to create a family of schools that is inclusive and embraces diversity, fostering a supportive community where all members feel inspired and empowered to succeed.

We look forward to your application, thank you for your interest in joining Areté Learning Trust.



Mark McCandless

Chief Executive Officer, Areté Learning Trust



About the Trust

Areté Learning Trust currently has 11 schools and educates over 7,000 young people in and around North Yorkshire from ages 2-18. Our learners are at the heart of everything we do.

At Arété Learning Trust we work together and collaborate to ensure that all of our learners and our staff team have the chance to reach their potential.

Our Trust is committed to promoting:

- Health, happiness and wellbeing
- A safe, disciplined and supportive environment
- A love of learning through a passionate and committed approach
- High standards and expectations
- Integrity, kindness and good manners
- Respect for individuality and difference
- Collaborative working to secure excellence

To realise our aspiration for every child to be the best they can be, we need to ensure that as a Trust we are '**Striving for Excellence**'.

Why work for us?

We want everyone who works within ALT to feel valued and see how their work fits into the bigger picture.

We seek employees who are prepared to take personal responsibility and constantly challenge the norm to improve performance.

In return, we are committed to providing an empowering and supportive learning environment for all staff.

Areté Learning Trust is committed to being the 'Employer of Choice'.

Essentially this means that we want our schools and our central team to be great places to work. We want our staff development opportunities to be first class and we want to enable staff who are ambitious to grow their careers with us. To give our learners the best education and opportunities we are committed to recruiting and retaining the very best people in all areas of our organisation.

Regardless of role, we seek staff who:

- Have high expectations of themselves and the people they work with.
- Are committed to our Trust values.
- Show initiative and are responsive to change.
- Have strong interpersonal skills with the ability to inspire and motivate others.
- Are creative in their approach to problem solving.
- Are able to influence effectively, whatever their role.
- Are team players.

About the Role

Job Title	Trust Deputy School Improvement Director (Secondary)
Start Date	As soon as possible
Contract	Full Time, Permanent Post
Salary	Leadership L14 - L18

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The closing date for applications is **Monday 8th December 2025 at 9am**.

Interviews will take place on **Friday 12th December 2025**.

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

Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants. In accordance with our statutory obligations under Keeping Children Safe in Education Areté Learning Trust is required to conduct an online search as part of our due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which Areté Learning Trust might want to explore with you. Further information on online searches can be found in paragraph 221 of Keeping Children Safe in Education.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees. Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Job Description

Job Title	Trust Deputy School Improvement Director (Secondary)
Grade	Leadership L14 - L18
Responsible to	School Improvement Director
Job Family	Senior Leadership
Contract	Full Time, Permanent Post
Job Purpose	<ul style="list-style-type: none"> As part of the CET, leading the improvement of curriculum, teaching and learning and achievement across the Trust. Developing leaders and teachers to raise standards in schools and across the Trust. Developing pedagogy and sharing best practice to raise standards. To impact positively and directly on outcomes across the Trust. Evaluate impact of improvement activities through school reviews. To line manage members of the CET and support them to be impactful in their roles.

Main Duties and Responsibilities

Key Responsibilities	<p>To work as part of the central trust team and working under the direction of the School Improvement Director, to develop, implement and evaluate policies and practices, specifically those which focus on school improvement, promoting collective responsibility for implementation which in turn may lead to agreed Trust models of working.</p> <p>Provide practical support to leaders and teachers to improve curriculum, teaching and learning and achievement across our Trust.</p> <p>Typical activities will normally include:</p> <ul style="list-style-type: none"> Coaching and mentoring of leaders, teachers and support staff Facilitating Trust forums and networks Delivering CPD Leading on School Reviews and providing feedback and recommendations Disseminating materials and advising on practice, research and continuing professional development Providing support to teachers and support staff who are experiencing difficulties in performance.
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Key Responsibilities (cont'd)	<ul style="list-style-type: none"> • Support others to integrate recent educational development and research • Support leaders and teachers to effectively use assessment and data to raise achievement within and across schools • Research and evaluate innovative curricular practices; draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues. • Take a lead in planning collaboratively with colleagues in order to promote effective practice. • Driving own CPD by keeping abreast of National Policy, Ofsted and practice. Actively use and support colleagues to understand local and national statistical data as a basis for improving teaching and learning. • Promote collaboration and work effectively as a team member, supporting others to develop such skills • Contribute to the professional development of colleagues using a broad range of techniques and skills. • Make well-founded appraisals of situations upon which advice is sought, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies. • Work effectively with staff and leadership, acting as a key link supporting the School Improvement Director to implement new policies and practice across the Trust • Work directly with colleagues individually and across schools within the Trust and lead School Review processes. • Work with national agencies and funding organisations to attract income into the Trust for projects that enhance provision in our schools. • Be based in one of the Areté schools to support the work of the leadership as necessary.
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Trust Ethos	<ul style="list-style-type: none"> • Be aware of and support difference and ensure equal opportunities for all • Contribute to the overall ethos/work/aims of the Trust. • Develop constructive relationships and communicate with other agencies professionals where appropriate to the role. • Share expertise and skills with others. • Participate in training and other learning activities and performance development as required. • Recognise own strengths and areas of expertise and use these to advise and support others. • Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory. • Within a responsibility of a duty of care, comply with all policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
Safeguarding	<ul style="list-style-type: none"> • Raise awareness of the Safeguarding / Child Protection Officer role to parents/ carers, adults and children. • To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate • Maintain confidentiality regarding issues concerning children, including information about family background/circumstances and abuse.
Data Protection	<ul style="list-style-type: none"> • To comply with the Trust's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality. • Know about data protection issues in the context of your role.
Health and Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • To work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none"> • We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. • Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. • Develop own understanding of equality issues.
Flexibility	<ul style="list-style-type: none"> • Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. • Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager. • Permanent & significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures.
Customer Service	<ul style="list-style-type: none"> • The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. • Understand your own role and its limits, and the importance of providing care or support.

Person Specification

Trust Deputy School Improvement Director (Secondary)		
Application	Essential	Desirable
Fully supported in references	X	
Well-structured application indicating a detailed understanding of the important educational issues and style of management.	X	
Knowledge and understanding of current issues and their relevance for the Trust		X
Qualification	Essential	Desirable
Degree	X	
Qualified Teacher Status	X	
Additional leadership qualifications		X
Experience	Essential	Desirable
Curriculum management – planning, teaching, modelling and assessment	X	
Experience of working in more than once school context or across a MAT		X
Experience of successfully demonstrating impact of school improvement change within or across school(s)	X	
Experience of the successful management of change which has resulted in raising standards	X	
Experience of developing and managing staff in respect of the current Teaching Standards	X	
Experience of relating performance management to staff professional development	X	
Experience of curriculum development and of monitoring the impact of the curriculum on pupil achievement	X	
Experience of raising achievement using internal and external assessment data, evidenced by external assessment data	X	
Experience of the development and implementation of best practice safeguarding procedures.	X	
Experience of contributing to the self-evaluation cycle.	X	
Professional Development	Essential	Desirable
Evidence of attending relevant CPD including relating to leadership and management within the last 2 years.	X	
Skills and Knowledge	Essential	Desirable
Demonstrate outstanding curricular and pedagogical knowledge, and knowledge of own subject	X	
Excellent understanding of the 2025 Ofsted Inspection Framework.	X	
Demonstrate good inter-personal skills	X	
Skills in motivating staff to achieve outstanding standards	X	

Ability to communicate effectively	X	
Ability to build on current achievements and continue to raise standards	X	
Ability to lead and work as part of a caring team	X	
Knowledge and understanding of current issues and their relevance for the Trust		X
Have a clear understanding of the needs of children including those with additional needs such as disadvantaged, SEND and vulnerable	X	
Ability to create a shared vision; inspiring and motivating others towards this shared vision	X	
Ability to address challenge or conflict to sustain a school improvement initiative	X	
Appreciation of the importance of exploration and development of effective and innovative approaches to school improvement	X	
Ability to build and sustain effective working relationships and partnerships with staff, governors, board members, parents/carers and the wider community and demonstrate enthusiasm and sensitivity while working with others.	X	
Ability to work in partnership with schools, key agencies and organisations	X	

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL TRUST POLICIES.

The successful applicant will be subject to relevant vetting, health and reference checks, including online checks and a satisfactory enhanced disclosure before an offer of appointment is confirmed. *If you have not been contacted within one week of the closing date, please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.*