

Job Title:	Regional Director (South Wiltshire and Dorset)	Reports to:	Chief Executive Officer (CEO)
Accountable to:	Chief Executive Officer (CEO)	Remuneration:	RD Range £98,106 to a maximum of £113,520 dependent on experience, knowledge and skills. New appointments would normally start at the bottom of the pay range. Teachers Pension Scheme
Responsible For:	Headteachers/Heads of School	Base:	Salisbury Academy for Inspirational Learning

Principle Purpose of the Role

The Regional Director and Executive Head at Salisbury Academy for Inspirational Learning is a senior leadership role within the Trust, combining strategic oversight of a regional group of schools with direct leadership of Salisbury Academy. This dual responsibility ensures both the effective performance of the region and the continued success of Salisbury Academy as a flagship setting for inspirational learning.

As Regional Director, the postholder provides strategic direction and is accountable for the performance and development of all schools within the designated region. Working closely with the Executive Leadership Team, they guarantee consistent high-quality education, leadership, inclusion, safeguarding, wellbeing, and outcomes across all schools.

As Executive Headteacher for Salisbury Academy, the postholder is named on the Department for Education's Get Information About Schools (GIAS) register and holds statutory accountability for the school's performance, safeguarding, and compliance with national standards. In this capacity, they assume responsibilities aligned with the Headteacher Standards, including:

- Acting as the lead professional for safeguarding and child protection.
- Providing day-to-day operational leadership and ensuring a safe, productive learning environment.
- Modelling and upholding high standards of teaching and learning.
- Engaging directly with pupils, parents, carers, and the wider community to promote inclusion and partnership.
- Maintaining strong governance and external relationships to support school improvement.



Location

Salisbury Academy for Inspirational Learning will be the designated base for this role, with regular and frequent travel across the region expected.

Strategic Leadership and Vision

- Work with the Executive Leadership, to develop and implement the Trust's school improvement strategy in alignment with its overall vision and priorities.
- Provide expert advice to the Trust on education standards and performance.
- Promote a culture of high expectations, ambition, and continuous improvement across all schools.
- Align school improvement planning with central Trust policies.

Leadership and Management

- Inspire and hold leader of each school to account for delivering excellence in performance, school culture, and continuous improvement, ensuring alignment with the Headteachers' Standards, school improvement plans, and ambitious professional and personal development goals.
- Take responsibility for the ongoing performance development and management of identified school leaders, leading regular performance reviews, coaching, and structured support to build exceptional leadership capacity across the Trust, and to promote continuous professional growth.
- Ensure the school leader of each school is empowered and supported to deliver consistently high outcomes for pupils.
- Promote collaborative leadership through peer learning, school-to-school support, and best practice sharing.

Educational Performance and Accountability

- Monitor and evaluate school performance through a comprehensive, evidence-informed approach that draws on data, professional judgment, and contextual insight.
- Contribute to the implementation and continuous refinement of the Trust's school improvement cycle, supporting annual self-evaluation, development planning and progress reviews, and ensuring that regional insights and priorities are reflected throughout the process.
- Ensure rapid and sustained improvement in any underperforming school, including those in Ofsted categories.
- Oversee the preparation for Ofsted inspections and contribute to high-quality engagement with external regulators.

Assessment and Evaluation

- Work with the Trust Information and Data Manager to provide specialist expertise in developing a robust, Trust-wide approach to data analysis that drives improvement and



raises standards. Monitor academic performance, pupil progress, and key indicators across all schools, ensuring consistency in assessment practices and meaningful use of data.

- Hold Headteachers/Heads of School and senior leaders to account through rigorous performance dialogue, including structured data reviews and evidence-informed challenge.
 - Oversee and quality assure each school's self-evaluation and improvement planning cycle, ensuring alignment with Trust priorities and national expectations.
- Lead regular school improvement 'round table' reviews with School Leaders to evaluate impact and agree targeted action.
- Provide high-quality reporting to the Executive Leadership Team, offering assurance on progress, risks, and the effectiveness of intervention strategies.

Curriculum Delivery and Development

- Provide strategic leadership and expert guidance on the development and implementation of a high-quality, ambitious, and inclusive curriculum across all Trust schools.
- Ensure each School's curriculum is coherently planned and sequenced to meet the needs of all learners, preparing them for future education, employment, and life in modern Britain.
- Work closely with Headteachers/Heads of School and curriculum leaders to review and strengthen subject delivery, ensuring it reflects the Trust's curriculum principles and secures exceptional outcomes in line with national standards and Trust priorities. Lead and support the evaluation of curriculum impact through lesson visits, work scrutiny, data analysis, and stakeholder feedback.
- Champion innovation in curriculum design, ensuring it reflects the latest educational research and best practice while maintaining a clear focus on pupil progress and equity.
- Oversee the consistency and effectiveness of curriculum implementation across subjects and key stages, providing targeted support where variation or underperformance is identified.
- Collaborate with the educational leaders to develop shared resources, promote best practice, and facilitate subject-specific networks across schools.

Safeguarding and Wellbeing

- Work in partnership with the Head of Safeguarding to ensure that every school maintains the highest standards of safeguarding practice and provide assurance to the Trust that safeguarding frameworks are effectively embedded and statutory responsibilities are consistently met across all schools.
- Promote a culture that supports the mental health and wellbeing of pupils and staff.

Stakeholder Engagement

- Build and sustain strong relationships with school communities, Local Governing Bodies, and external partners.
- Represent the Trust in wider networks and develop external collaborations that enhance school improvement capacity.



- Communicate regularly with the Executive Leadership Team, including reporting on progress and performance across the schools.

Financial and Resource Management

- Work collaboratively with Executive Business Managers to ensure that all school improvement initiatives are strategically planned, accurately costed, and effectively resourced to support sustainable impact across the Trust.
- Identify opportunities for external funding and contribute to bids and proposals that support innovation and improvement.

Professional Development

- Working in collaboration with the Head of Professional Development, champion a culture of continuous professional growth by setting high expectations for staff development and ensuring alignment with school improvement priorities.
- Work collaboratively with the central Professional Development team to design and embed high-impact professional development programmes that build leadership capacity, strengthen classroom practice, and support succession planning.
- Remain abreast of emerging educational research, national policy developments, and evidence-based practice to inform strategic decision-making and drive innovation across the schools.
- Support the effective implementation of the Trust's Performance Development and Improving Performance frameworks to ensure high standards, accountability, and continuous improvement across the schools.

Diversity, Inclusion and Belonging

The Regional Director will play a key role in embedding the Trust's Diversity, Inclusion and Belonging Framework into every aspect of school life. This includes fostering inclusive leadership, ensuring equitable access to opportunities for all pupils and staff, and promoting a culture where every individual feels respected, valued, and able to thrive. The postholder will support schools in developing an inclusive curriculum, equitable policies, and culturally responsive practices that reflect and celebrate the diversity of the communities they serve.

Digital Strategy

The Regional Director will lead the strategic integration of digital technologies across all schools, working in close collaboration with internal partners such as ICT and Operations teams. This role ensures that digital innovation enhances teaching, learning, and operational effectiveness. The postholder will support schools in adopting and embedding advancements in artificial intelligence (AI), data-informed decision-making, and digital literacy for both staff and pupils. Together with key stakeholders, they will co-develop a Trust-wide digital strategy that is inclusive, future-focused, and aligned with national standards and safeguarding expectations.

Sustainability Leadership

The Regional Director will champion environmental sustainability across the Trust, embedding sustainable practices into school operations, curriculum, and culture. This includes supporting



schools to reduce their environmental impact, engage pupils in climate education, and contribute to the Trust's broader sustainability goals. The postholder will model and promote leadership that prioritises long-term ecological responsibility and community engagement.

Generic Responsibilities

- To maintain ongoing Continuous Professional Development (CPD) activity and undertake any in-service training related to the post, including annual mandatory and role-specific training.
- To maintain regular contact and good working relationships with all staff throughout the Trust and external organisations.
- To maintain the security of the data held in the Trust systems in line with all relevant legislation, including the Data Protection Act 1998 and UK General Data Protection Regulations.
- To actively participate and attend team (and other) meetings as required for updates regarding Departmental procedures and action accordingly.
- To support the Trust's internal and external audit processes.
- To act as an exemplary role model of the Trust's values and behaviours.
- To ensure that safe working practices are followed in respect of all areas within the provisions of The Health and Safety at Work Act 1974.
- To comply with Trust Policies and Procedures.
- To maintain confidentiality about clients, staff, and other Trust business. The work is of a confidential nature and information gained must not be communicated to other people except in the recognised course of duty. The postholder must always meet the requirements of the Data Protection Act.
- To be aware of, promote and implement the Trust's Quality and Information Security Management Systems.
- To report to line manager, or other appropriate person, in the event of awareness of bad practice.

Staff Development and Performance

- The post holder will have an appraisal of performance each year and will be responsible for agreeing a development plan in agreement with their manager or immediate supervisor. The development plan will be reviewed each year.
- The Trust will aid and agree development objectives for the postholder to enable the postholder to achieve their objectives and standards in line with the development plan.
- If the postholder feels they are not achieving their objective as agreed in the development plan they will bring it to the attention of their line manager at the earliest opportunity.

Note: You may be required to perform duties other than those given in the job description for the post. The duties and responsibilities attached to posts may vary from time to time without changing the character of the duties or the level of responsibility entailed. As such, the job description therefore is not intended to be exhaustive. It is also subject to change in the light of service developments and in consultation with the postholder and their manager. The post holder will be expected to adopt a flexible attitude to the duties to meet deadlines.



Person Specification

Education and Training			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
QTS	E	X	
Degree level qualification	E	X	
NPQ Qualification	E	X	
Evidence of recent and relevant CPD in school leadership or school improvement	E	X	
Masters level qualification in relevant area	D	X	
Experience, Knowledge and Skills			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Proven track record of successful senior leadership in education	E	X	X
Proven track record of successful senior leadership within a specialist setting	E	X	X
Experience of driving school improvement and raising educational standards across multiple schools	E	X	X
Experience of line management and performance development of senior leaders	E	X	X
Deep understanding of the Ofsted Education Inspection Framework and school accountability systems	E	X	X
Knowledge and use of data for school improvement and evaluation	E	X	X
Strategic curriculum development experience	E	X	X
Understanding of effective safeguarding and wellbeing practices	E	X	X
Familiarity with current national education policy and best practice research	D	X	X
Personal Attributes			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Highly organised and able to manage a busy workload	E		X
Commitment to safeguarding and promoting the welfare of children and young people	E	X	X
Clear understanding and working knowledge of Reach South Academy Trust, its ethos and values partners, relevant systems and procedures	E	X	X
Demonstrate personal and professional integrity, including modelling values and vision	E		X
Commitment to promote and support the aims and value partners Reach South Academy Trust	E		X
Motivated to work within the education sector and alignment with Reach South values and behaviours	D		X
Strong interpersonal and communication skills	E	X	X

Ability to influence, challenge, and hold others to account constructively	E	X	X
Reflective, solution-focused, and resilient under pressure	E		X
Collaborative and committed to building strong partnerships	E		X

