



Regional Director - Hull

Appointment: September 2026

Salary: Leadership L33 – 39 (£113,644 – £131,576)

Contract: Full Time, Permanent

Create | Pioneer | Collaborate | Inspire | Achieve



Dear Colleague,

Thank you for your interest in the role of Regional Director within Venn Academy Trust.

This is not a routine appointment. It is an opportunity to lead a group of schools at the point where mainstream and specialist education must work together with absolute clarity and purpose. In Hull, that matters.

You will be working across a set of strong and improving schools, alongside leaders who are committed, grounded and focused on making a difference every day. This is not a system that needs rescuing. It is one that is ready to be driven further, with sharper consistency, stronger leadership and a relentless focus on outcomes for children.

We are looking for a successful and proven school leader who understands what it takes to secure improvement and sustain it. Someone who has led at pace, who has made difficult decisions when required, and who has a track record of moving schools forward. This role holds full accountability for performance across the hub. That is real responsibility, and it requires clarity, resilience and judgement.

The role demands a leader who can work across complexity. You will lead mainstream and specialist provision, build capacity in headteachers, and ensure that improvement activity translates into measurable impact. This is about implementation, not intention.

Equally, this role is about people. You will need to be highly credible, able to build trust quickly, and able to challenge leaders directly while maintaining strong professional relationships. You must be a clear communicator, a strong manager of people and someone who can align teams behind a common standard and expectation.

What makes this role different is the opportunity to shape how education is delivered across a city. Hull requires leaders who understand inclusion, who can bring together different phases and provisions, and who can ensure that all pupils benefit from a coherent and high-quality offer.

At Venn, we have built a strong mixed trust with a clear reputation for improving schools and supporting the wider system. This role sits at the centre of that work locally.

If you are ambitious, grounded in evidence, and driven by impact rather than rhetoric, this is a role where you can make a genuine difference.

I would welcome a conversation with you if you would like to explore the role further.

Dr Simon Witham
Chief Executive Officer



Context

About Venn Academy Trust

Venn Academy Trust is committed to delivering high quality education and strong inclusive practice across a diverse range of schools and settings. Since its formation the trust has grown significantly and now operates across several local authority areas including Hull, Doncaster, Rotherham, North Yorkshire and Wakefield.

The trust works across a broad range of educational provision including mainstream primary schools, specialist provision across different phases and designations, pupil referral units and alternative provision. Through this breadth of provision, the trust plays an important role in supporting inclusive education and strengthening local education systems.

Venn Academy Trust has developed a strong reputation for supporting schools through periods of improvement and for establishing high quality provision for pupils with additional needs. The organisation works closely with local authorities and partners to ensure that schools are able to meet the needs of pupils effectively while maintaining high expectations for achievement, behaviour and attendance. Central to the trust's approach is the belief that strong leadership and collaboration between schools are essential in securing sustained improvement. The trust has therefore developed a leadership model that combines strong professional support for school leaders with rigorous evaluation of standards across the organisation.

As the trust continues to grow it is strengthening its leadership capacity in order to ensure that schools receive the support they need while maintaining a clear and accurate understanding of standards and performance across all settings.

Context

The Opportunity

The role of Regional Director, initially based in Hull, provides an opportunity for an experienced and ambitious leader to play a central role in the next stage of development for Venn Academy Trust. The organisation is entering a period of continued growth and is strengthening its executive leadership capacity to ensure that schools across the trust benefit from strong improvement support while maintaining the highest standards of education.

The Regional Director for Hull will provide leadership across a cluster of schools within the trust, working directly with headteachers and senior leaders to strengthen leadership, improve teaching and curriculum and support sustained improvement. This role, along with the new Director of Standards role, will form part of the trust's senior leadership team and will work closely with the Chief Executive Officer and other senior leaders to support the continued development of the organisation and the success of the schools within.

Executive Leadership Structure

The trust operates through a clear executive leadership structure that separates the work of delivering school improvement from the work of assuring educational standards. This ensures that schools benefit from strong professional support while the trust maintains a rigorous and independent understanding of performance across all settings. The Chief Executive Officer provides overall strategic leadership for the organisation and line manages the Director of Standards and School Improvement together with the Regional Directors.

The Director of Standards is responsible for assuring the quality of education across the trust. The role leads the trust quality assurance framework, moderates school evaluation and ensures that the organisation has an accurate understanding of performance across all schools. The Director of Standards also leads inspection readiness across the trust and reports standards and performance to the Chief Executive Officer and the Trust Board. The Regional Director for Hull provides operational leadership for a cluster of schools within the trust. The role focuses on supporting principals, strengthening leadership capacity and delivering school improvement across the region. Directors of Learning (the school improvement team) sit beneath the Director of Standards and provide specialist expertise in curriculum, teaching and learning across the organisation.

Context

Operating Principles of the Trust Improvement Model

Regional Directors hold full accountability for the performance of schools within their hub. This includes the quality of education, leadership, safeguarding, behaviour, attendance and pupil outcomes. Regional Directors are responsible for securing improvement and delivering sustained impact across their schools. The Director of Standards operates as the trust's independent evaluator and pressure tester. The role is responsible for validating the accuracy of school evaluation, testing the strength of improvement work and ensuring that the trust maintains a clear and reliable understanding of performance across all schools.

The Director of Standards does not lead operational school improvement within hubs. Where concerns are identified, the Director of Standards will challenge, escalate and report these through the Chief Executive Officer and Trust Board. Regional Directors are responsible for responding to this evaluation and securing the necessary improvement. This model ensures that school improvement is well supported while maintaining a strong and independent line of accountability for standards across the organisation.

Distinction of Roles within the Trust Improvement System

The trust separates two key functions within the school improvement system.

The first function is the delivery of school improvement, where experienced leaders work directly with principals and school leadership teams to strengthen teaching, leadership, curriculum and pupil outcomes.

The second function is the assurance of standards, where an experienced leader independently evaluates the effectiveness of schools and the impact of improvement work, ensuring that the trust maintains an accurate understanding of performance and that schools are fully prepared for inspection.

Within this structure the Regional Director role operates as the improvement leader, providing coaching, guidance and operational support to schools. The Director of Standards role operates as the standards leader, responsible for evaluating performance, leading the trust quality assurance framework and ensuring that all schools are inspection ready. This separation ensures that improvement work is well supported while maintaining strong accountability for standards across the organisation.

Context

Key Leadership Expectations

These roles form part of the senior leadership structure of Venn Academy Trust and contribute to the wider strategic leadership of the organisation.

Post holders will demonstrate the highest standards of professional integrity and will act as role models for the trust's values and expectations. They will contribute to the development of trust wide strategy and support the Chief Executive Officer in ensuring that the organisation continues to deliver high quality education across all schools and settings. Leaders appointed to these roles will influence practice beyond individual schools, supporting collaboration across the trust and contributing to the wider improvement of education across the regions served by the organisation.

Additional information

For an informal conversation about the role, please contact:
info@vennacademytrust.org or telephone on 01482 505030

Closing date : Monday 20 April 2026 at 9am
Interviews: Monday 27 April 2026

Venn Academy Trust is committed to achieving fairness and equality in employment and welcomes applications from all sections of the community.

Our Trust is fully committed to safeguarding and promoting the welfare of pupils and expects all staff to share this commitment.

The successful candidate will be required to undertake an Enhanced DBS check.

Online searches will be carried out as part of Venn Academy Trust's recruitment due diligence for all shortlisted candidates, in line with Keeping Children Safe in Education.

Job Description

Core Purpose

The Regional Director provides executive leadership for a cluster of schools within Venn Academy Trust and holds full accountability for the performance of those schools. The role is responsible for securing sustained improvement in the quality of education, leadership, safeguarding, behaviour, attendance and pupil outcomes across the hub. Working directly with principals and senior leaders, the Regional Director drives school improvement, builds leadership capacity and ensures that trust priorities are implemented effectively. The Regional Director works in partnership with the Director of Standards, responding to trust evaluation and ensuring that improvement activity is sharply focused and delivers measurable impact.

Schools initially within the Hull Hub

- Bridgeview
- Whitehouse PRU
- Euler
- Thorpepark
- Mountbatten
- Griffin

Key Responsibilities

School Improvement Leadership

- Hold full accountability for the performance of schools within the hub
- Lead and deliver school improvement across all settings, ensuring sustained impact on outcomes for pupils
- Ensure that schools have robust improvement plans that address identified priorities
- Intervene decisively where performance is not secure

Leadership of Principals

- Line manage Principals within the hub
- Provide clear direction, support and challenge to school leaders
- Hold leaders to account for performance, standards and outcomes
- Support the recruitment, development and succession of high-quality leaders

Implementation of Trust Strategy

- Ensure that trust priorities, systems and policies are implemented consistently across schools
- Align school improvement work with trust-wide expectations and frameworks

Job Description

Key Responsibilities

Response to Standards

- Respond to evaluation and challenge from the Director of Standards
- Ensure that areas identified through trust quality assurance are addressed effectively and with urgency
- Demonstrate the impact of improvement activity through measurable outcomes

Quality of Education and Curriculum

- Work with leaders to ensure high-quality teaching, learning and curriculum across all schools
- Secure consistency of practice and expectations across the hub

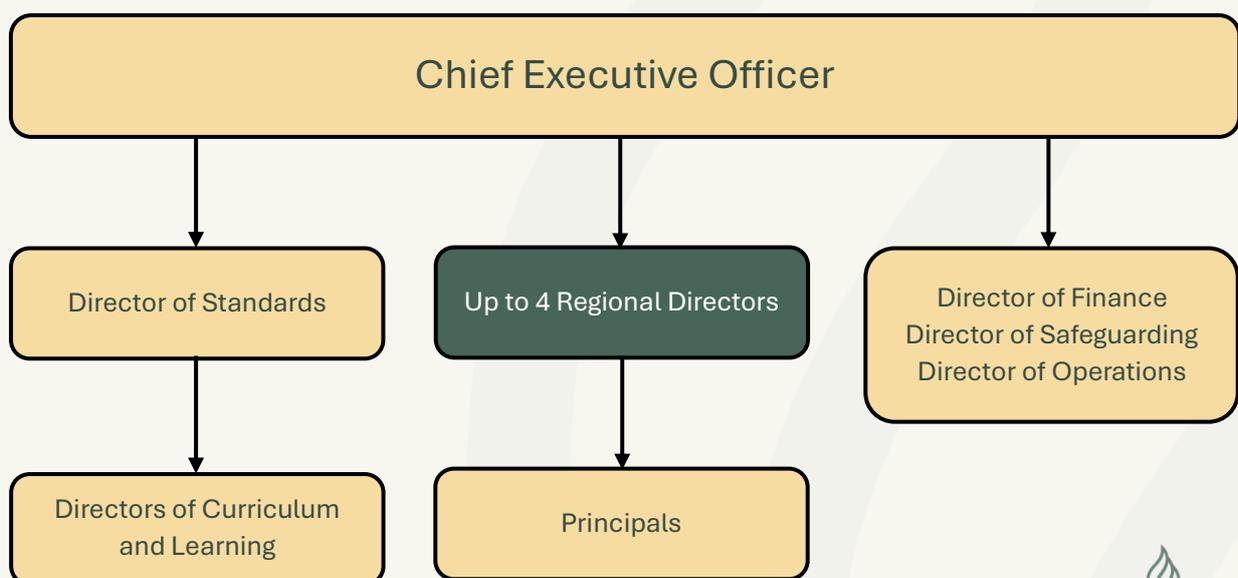
Safeguarding, Behaviour and Inclusion

- Ensure strong safeguarding practice across all schools
- Support leaders in maintaining high standards of behaviour, attendance and inclusion
- Ensure that schools effectively meet the needs of vulnerable pupils

Collaboration and System Leadership

- Strengthen collaboration across schools within the hub
- Facilitate sharing of effective practice
- Represent the trust within local partnerships and system leadership activity

Structure Chart



Person Specification

The information listed as essential (shaded column) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS), T = Test/Assessment, P = Presentation.

Criteria	Essential	Desirable	Identified
01. Qualifications, Education and Training:			
1.1 Graduate with Qualified Teacher Status	X		AF, CQ
1.2 Evidence of sustained professional development at senior leadership level	X		AF, CQ
1.3 NPQH / NPQSL / NPQEL or equivalent executive leadership qualification		X	AF, CQ
1.4 Experience as an Ofsted inspector or equivalent inspection experience		X	AF, CQ
02. Relevant Experience:			
2.1 Strong and successful leadership experience at senior level, including headship or equivalent	X		AF
2.2 Proven track record of securing and sustaining school improvement, including achieving good or better outcomes	X		AF, I
2.3 Experience of leading multiple improvement priorities simultaneously across a school or group of schools		X	AF, I, R
2.4 Experience of holding senior leaders to account for performance and securing measurable impact	X		AF, I, R
2.5 Experience of leading and developing high-performing leadership teams	X		AF, I, R
2.6 Experience of delivering school improvement through clear planning, implementation and evaluation	X		AF
2.7 Experience of working beyond a single school, including system leadership, school-to-school support or trust-level work	X		I
2.8 Experience of deploying staff, resources and expertise to secure improvement across a school or group of schools	X		I
2.9 Experience of improving outcomes for pupils in contexts of high social disadvantage	X		AF
2.10 Hub Leadership and Accountability	X		AF, I
2.10.1 Experience of holding accountability for the performance of a school or group of schools	X		
2.10.2 Experience of driving improvement across multiple settings, ensuring consistency and sustained impact	X		
2.10.3 Experience of intervening effectively where performance is not secure	X		
2.10.4 Experience of aligning improvement activity to clear priorities and delivering measurable outcomes	X		
2.10.5 Experience of working at pace, managing complexity and maintaining focus on outcomes	X		
2.10.6 Experience of working within a multi-academy trust		X	
2.10.7 Experience across multiple phases or provisions, including specialist or alternative provision		X	

Criteria	Essential	Desirable	Identified
03. Skills (including thinking challenge / mental demands):			
3.1 Strong strategic leadership skills with the ability to translate trust priorities into effective practice across schools	X		AF, I, R
3.2 Ability to drive improvement through clear direction, high expectations and accountability	X		AF, R
3.3 Ability to analyse performance data and identify priorities for action	X		I, R
3.4 Ability to plan, implement and evaluate improvement strategies with measurable impact	X		I, R
3.5 Ability to hold senior leaders to account and secure improvement through challenge and support	X		AF, R, I
3.6 Ability to manage multiple priorities and operate effectively across a number of schools	X		AF, R, I
3.7 Ability to intervene decisively where standards are not secure	X		AF, R, I
3.8 Strong communication skills, including the ability to give clear direction and feedback to leaders	X		AF, R, I
3.9 Ability to work at pace and maintain focus on outcomes in complex environments	X		AF, R, I
3.10 Experience of leading trust-wide initiatives or programmes		X	AF, R, I
3.11 Experience of contributing to system leadership beyond the organisation		X	AF, R, I
04. Knowledge:			
4.1 Strong knowledge of effective school improvement strategies and leadership	X		I, AF, R
4.2 Secure understanding of curriculum, teaching, learning and assessment	X		AF, I
4.3 Knowledge of safeguarding requirements and statutory responsibilities	X		I
4.4 Understanding of the Ofsted inspection framework and accountability systems	X		AF, I
4.5 Knowledge of how to use data to drive improvement and evaluate impact	X		AF, I
4.6 Understanding of education across a range of settings, including mainstream, specialist and alternative provision	X		AF, I
4.7 Knowledge of current national developments in SEND and inclusion		X	AF, I
4.8 Understanding of multi-academy trust structures and systems		X	AF, I
05. Interpersonal/Communication Skills: Verbal Skills / Written Skills:			
5.1 Ability to build strong professional relationships with Headteachers and senior leaders	X		AF, R
5.2 Ability to communicate clear expectations and direction	X		AF, R
5.3 Ability to challenge and support leaders to secure improvement	X		AF, R
5.4 Ability to influence and motivate teams across multiple schools	X		AF, R
5.5 Strong written and verbal communication skills		X	AF, R
5.6 Experience of working with external partners, including local authorities and system leaders		X	AF, R

Criteria	Essential	Desirable	Identified
06. Other:			
6.1 High levels of accountability for outcomes and standards	X		R
6.2 Drive, resilience and determination to secure improvement	X		R
6.3 Strong leadership presence and credibility	X		I,R
6.4 Ability to make decisions and act decisively	X		I,R
6.5 Commitment to inclusion and improving outcomes for all pupils	X		I, R
6.6 Ability to remain focused and effective in complex and challenging situations	X		I, R
6.7 Commitment to system leadership and collaboration beyond the trust		X	I, R
The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process			
07. Additional Requirements:			
7.1 Licence and willingness to drive between trust and partner school sites with your own transport (Travel expenses and mileage driving expenses are paid online with trust policies)	X		I
08. Disclosure of Criminal Record:			
8.1 The successful candidate's appointment will be subject to the Trust obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service	X	N/A	DBS DISCLOSURE
8.2 If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record	X	N/A	AF (after short listing)
8.3 If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only	X	N/A	AF (after short listing)