The Learning Trust

Chief Executive Officer

Candidate Recruitment Pack

Our Trust exists to serve young people, to educate, enlighten and give them the expertise and confidence to succeed.

Contents

1. Welcome from the Chair of Trustees
2. Welcome to The Learning Trust
3. About the Role
4. Job Description and the role of the Accounting Officer
5. Person Specification and the Principles of Public Life
6. Our Governance Structures
7. Our Schools
8. How to Apply

One Trust. Four Schools. Endless Opportunities

Nurture Ambition Excellence

Dear Candidate,

I am delighted that you are considering the opportunity to become our next CEO.

This is a pivotal moment for our ambitious Trust, which oversees four schools in the Chester area and a fantastic opportunity for an outstanding leader to direct the next chapter of our Trust's development. You will bring fresh ideas and experience that will ensure that the highest quality teaching, learning, and opportunities for our students is at the heart of everything we do. As CEO, you will play a pivotal role in driving the vision, strategy, and performance across our family of schools. You will be instrumental in supporting the school leaders to improve outcomes for all students, at pace - and you will bring with you an excellent track record as a leader in education.

The education landscape is changing – fast, and we seek a leader with the vision, values and drive to lead our Trust in developing a coherent and ambitious strategy for addressing the forthcoming challenges that the White Paper and Curriculum Review present us with.

At The Learning Trust we honour each school's unique identity and while benefiting greatly from collaboration, each school retains its character, traditions and community roots, within our framework of 'Aligned Autonomy'.

While significant progress has been made since our inception in 2015, we know there is still much to achieve. We are looking for an experienced, strategic, and inspirational leader to build on this momentum, demonstrating an infectious passion and talent for school improvement and advancing our mission as a key member of our executive team. You will further develop collaborative working across the Trust and pro-actively seek to grow the Trust and expand our network of educational, business and community partnerships. In return, you will benefit from the support and challenge of a dedicated and talented Board of Trustees, with excellent benefits and support for your career. The successful candidate will be someone with integrity, ambition, vision and drive. They will have a deep belief that every child will succeed. They will be relentless in their pursuit of organisational and operational excellence and will be innovative and courageous.

If this is compelling to you as a leader and you have the requisite skills, values, and experience we need for the role, we would love to hear from you.

I wish you all the very best with your application.

Paul Heath
Chair of Trustees
The Learning Trust

Welcome to The Learning Trust

By retiring CEO Darran Jones

The Learning Trust (TLT) is a family of schools committed to serve the children and young people in our care: to educate, enlighten and give them the expertise and confidence to succeed.

The Trust currently comprises four schools:

- Belgrave Primary School
- Chester International School
- Christleton High School
- Queen's Park High School

Our family ethos is tangible, with a common vision to provide outstanding educational provision for the pupils in our care, we promote an inclusive ethos, in which diversity of need and ability is acknowledged and nurtured. Our actions are guided by our values and together with a strong ethical code and deep accountability, we seek to inspire the imaginations of our children and young people and to support them to develop in ways which stand them in good stead for their future lives and responsibilities; as **successful learners, confident individuals,** and **responsible citizens.**

We consider that a locally-led and accountable Trust provides the best outcomes for learners and our communities. Our schools align around agreed Trust principles and practice and blend this with approaches that serve well their distinctive culture and local communities, we call it 'aligned-autonomy', and it's a key driver of our collaborative approach. This culture does not mean that the Trust shies away from a more directive approach when required, and has done so effectively in both enhancing our central services and driving improvements in our schools and will need to do so again to give direction to our response to the new White Paper and curriculum review.

Working together, as one organisation, means that school leaders, teachers, learners and our community, thrive together, gaining from and supporting each other to achieve the best outcomes for our children and young people.

I've been incredibly lucky to work with dedicated colleagues, who have a passion for comprehensive education in inclusive and caring schools and it's been a privilege to lead them through a period of change in which we have established a truly collaborative Trust. This really is a special place to work and this post offers you the chance to develop your own leadership aspirations, whilst driving our ambition for every child and young person in our care. and I do hope that you will apply for the post.

If I can be on any assistance in helping you decide, please get in touch: jonesd@tltrust.co.uk.

Good luck and best wishes

Our Core Values

1. **Students are always first** – the prime consideration in all decisions will be the best interests and educational outcomes of current and prospective students.
2. **Mutual benefit** – the interests of the Trust will always be combined with the interests of individual schools, seeking the very best and co-operating to share resources and success.
3. **Inclusivity** – the Trust will welcome students of all backgrounds and abilities.
4. **Freedom to innovate and make decisions** – optimum delegation to local Governing Bodies and individual schools commensurate with the Trusts statutory responsibilities and efficiency.
5. **Excellence and learning** – every student will be supported and challenged to achieve their potential. All adults employed by and associated with the Trust will have and exhibit a 'learning mindset'.
6. **Partnership** – the Trust will continually seek to work in partnership to achieve better outcomes for current and prospective students and to improve education in the area.
7. **Fairness** – all students and staff will be treated with fairness and parity whilst encouraging diversity and identity.
8. **Integrity** – all those associated with the Trust will act with kindness, courtesy and integrity, in accordance with both school and Trust ideals and values.

About the Role

We are seeking an experienced, dynamic, and strategic leader to join our MAT as CEO. The successful candidate will play a pivotal role in driving the educational vision, strategy, and performance across our four schools. This CEO role is designed for an individual with a strong background in education, leadership, and school improvement, who is committed to raising standards and ensuring every one of our children has access to a high-quality education.

As a critical aspect of our exciting next phase, our new CEO will help us shape our future as we develop and grow. As a key member of our executive leadership team, you will be instrumental in supporting our dedicated Board of Trustees to steer our schools firmly on the path towards excellence. Reporting to the Chair of Trustees, this is a great chance to influence the future direction of travel of our schools and trust– adding value at the highest level.

Due to the retirement of our current CEO, we are now looking for a new CEO with the vision, tenacity and ideas to push us further every day. They will drive forward the journey of improvement of our schools, while developing the vision and longer-term ambitions of growth and network building. The nature of this challenge requires our new CEO to be many things at once. You'll need to be an experienced and ambitious leader, an accomplished improver of schools, and above all else, have a relentlessly positive approach that inspires those around you. Critical to this role will be engaging and building relationships with internal and external stakeholders, to widen opportunities for our school communities.

An excellent track record as a Headteacher, Principal or equivalent will be essential - with wider trust and secondary experience highly desirable. However, there is no fixed blueprint as to where you may currently be working in education – if you're an exceptional leader, with a passion for what we do, then we want to hear from you. Whether currently leading a MAT or aspiring to do so, a clarity of vision for the CEO role at TLT will be essential. You will be ambitious, with a growth mindset and a strong track record of strategic leadership experience, consistently delivered with transparency and care.

To be successful you'll need to bring a clear track record of impact in education, leadership and school improvement. You will have a flair for bringing people with you as a leader and be wholly committed to raising standards and delivering exceptional outcomes for young people.

In return, you'll receive the support of a dedicated, forward- thinking central team and a committed and skilful board of trustees. We offer a positive, values-led environment where you can expect exemplary support and benefits.

Further information about our Trust can be found on our website: www.tltrust.co.uk

Closing date for applications: Wednesday 25th March 2026 at 5.00pm

Job Description

Job title:	Chief Executive Officer
Responsible to:	Chair of Trustees and Trust Board
Line manager to:	Our headteachers and Executive Team
Location:	Trust Hub is based at our Handbridge Campus
Salary:	Competitive and negotiable with successful candidate
	The Chief Executive Officer (CEO) is responsible for the education of all young people in the Trust's schools. School Improvement is at the core of their job purpose. They provide dynamic and strategic leadership and direction for The Learning Trust and its schools, ensuring that the Trust achieves its objectives and that the Trust provides high quality education across the schools, managing the use of resources and people across the Trust, and representing the Trust both internally and externally to the highest of standards. As a system leader, the CEO represents the Trust with a wide range of stakeholders and partners and enables the Learning Trust to fulfil its civic responsibilities. They are the Accounting Officer for the Trust, responsible for ensuring the Trust meets its statutory and legal requirements.
Start date:	Ideally, the 1st September 2026 or January 2027 if necessary.
Contract:	Permanent and Full time (flexible working will be considered) Exact contract details will be negotiated with the successful candidate.

Purpose

The CEO will lead The Learning Trust (TLT) as it develops in pursuit of its strategic aims, working closely with the Board of Trustees, and line managing Headteachers and Central Team to ensure every child and young person are the best they can be. The CEO will have ultimate responsibility for the achievement and attainment of children and young people in our care.

They will embed a culture of constant improvement, implementing effective systems of organisation and control, and high levels of professional standards to secure the highest possible achievement in every aspect of the schools' provision.

It is important that the CEO embodies the Trust's shared ethos. They will uphold and actively support the vision and values of the Trust to actively promote and market the Trust in a positive manner that enhances how it is perceived amongst the local and broader education community. They should be aware of all aspects of strategy and delivery - influencing decision making where they feel necessary in order to achieve Trust and School aims. As a leader of an educational charity the CEO of The Learning Trust is expected to demonstrate consistently high standards of principled and professional conduct. The CEO should always uphold and demonstrate The Principles of Public Life (The Nolan Principles).

Strategy and Governance

1. Develop and facilitate the Trust in accordance with the Trust Board's aims, objective, ethos and values.
2. To work with the Board of Trustees, Headteachers and other stakeholders to develop a clear Educational Vision for the Trust and establish the means of delivery through a Trust Strategic Development Plan (3-4 years), Trust Annual Improvement Plan (1 year), School Development Plans and School Improvement strategies.
2. To ensure the Trust Strategic Development Plan is underpinned by sound financial principles and planning in accordance with development priorities and targets to deliver well-resourced provision within the trust and its schools, facilitating constant improvement.
4. To support the Chair of Trustees and the Board of Trustees in fulfilling their role and responsibilities.
5. As Accounting Officer to ensure there are effective systems in place for the management and monitoring of the Trust and schools' budgets and to ensure that financial returns are made in accordance with the requirements of the Academies Financial Handbook, Education & Skills Funding Agency funding agreement and Companies House.
6. To attend meetings of the Board of Trustees, as necessary, and provide Trustees with regular reports on developments, activities, and performance within the Trust.
7. To drive improvement and change within the Trust at all levels, taking responsibility for the Trust outcomes achieved.
8. Together with the Trust Board, ensure robust and appropriate proactive risk mitigation and management for the Trust and that the risk strategy is aligned to local school risk strategies.
9. To be responsible for the leadership of a high performing executive leadership team, including Central Team and Headteachers, regularly meeting to ensure a collective and consistent strategy is delivered.
10. To successfully lead conversions for any school joining the Trust, including overall responsibility for building relationships with school leaders and governors.
11. To ensure that the Trust policies and approach reflect a culture in which safeguarding has paramount importance and will be ultimately responsible for the success of the Trust's safeguarding practices.
12. Responsible for meeting the demands of changing legislation, new initiatives and changing practice.

Leadership and Management

1. To work with the Trust Central Team and Senior Leadership Teams to challenge, motivate and empower them to attain ambitious outcomes which maximise the educational and personal development of pupils and which meet the demands of the wider communities served.
2. To establish a robust Trust framework for school performance management and improvement and lead the process of challenging and supporting schools to secure improvement.
3. To ensure clear and consistent school performance reporting and quality control from classroom to boardroom.
4. To maintain an inclusive and collaborative culture where Headteachers, schools and the Central Team work closely together to support each other.
5. To lead and manage in-house provision of high quality, cost-effective corporate and support services which meet the needs of the Trust and individual schools.

6. To present a clear, accurate and comprehensive account of the Trust's performance to Trustees and Members of the Trust, the local community, Ofsted, stakeholders and others concerned.
7. To ensure that the Trust and its academies follow all relevant safeguarding regulations and advice, that each school has a Designated Safeguarding Lead and that safeguarding policy and practice enables the highest possible care towards vulnerable pupils.
8. To ensure that Headteachers and Local Governing Body's continue to be highly aligned, with agreed autonomy, in line with the scheme of delegation. Each school will retain its own character with shared goals and core values that bind them together for the benefit of the whole trust family.

Quality of Education

1. To be directly responsible for reporting and assessing pupil progress in all schools.
2. To tackle educational inequality, upholding and securing ambitious educational and behavioural standards for all pupils.
3. To support and secure delivery of excellent teaching and learning throughout all academies within the Trust through the promotion of high-level professional standards, rigorous monitoring and evaluation and quality assurance of teaching and learning and pupils' achievement and progress.
4. To work with headteachers to ensure there is high quality curriculum planning and provision and related assessment procedures in each Trust school to meet the needs of all pupil groups.
5. To work collaboratively with the Headteachers to agree clear approaches to ensure that assessment procedures and attainment and progress measures within every school are accurate and consistent.
6. To be responsible for ensuring that Trustees and School Governors receive appropriate and necessary reports on the development, progress and attainment of all pupils.
7. To ensure there are clear and transparent mechanisms which inform parents and pupils about the curriculum, attainment and progress, as well as the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.
8. To work with appropriate senior leaders to build strong relationships between primary and secondary phase schools and academies within local areas as required in order to secure higher levels of attainment for pupils and to secure high admission numbers within the Trust.
9. To develop strong relationships with educational partners and other stakeholders to enhance educational provision and widen opportunities for all pupils within the Trust.
10. To cooperate fully and transparently with external agencies and bodies, including Ofsted, to ensure they can acquire an accurate view of the structure, management and performance of the Trust and its schools.
11. As the executive leader of the Trust, keep up-to-date with developments and news in the education sector.

Communication and Developing the Trust

1. To remain abreast of educational and other developments impacting on the Trust and its schools, both locally and nationally, and ensure senior leaders are well briefed and operate within a flexible environment which is responsive to change.
2. To develop close and effective working relationships with key partners and stakeholders including DfE, ESFA and the Regional Schools Commissioner (RSC).
3. To work with Headteachers, the Central Team and local Governing Bodies to build capacity and identify opportunities to widen the Trust's provision for the benefit of local communities.
4. To ensure the Trust's vision, values, strategy and ethos are clearly communicated to all staff and other stakeholders, building a sense of common purpose and team feel across the Trust.
5. To oversee the arrangements for external communications with wider communities, the media and external agencies and bodies and promote the work of the Trust to a range of audiences, raising the profile of the Trust and its academies.
6. Develop school strategies to support the sharing of facilities, resources, expertise and ideas that enable financial stability and well-being for the school communities.
7. To identify and proactively lead efforts to grow and develop the Trust by incorporating additional schools in line with agreed strategy and due-diligence processes, selling the benefits of membership of our Trust to potential members.
8. Develop and coordinate partnership work; maintaining open, transparent and constructive relationships between parents, the local community, LAs, other local Trusts and schools, health and social care, etc., particularly in relation to vulnerable pupils or those with SEND.

Managing and Developing Trust Resources

1. Develop and effectively and efficiently manage the learning environment, resources (people/assests/finances) and facilities of each school within the Trust, with particular emphasis on the planning and development required to encourage growth.
2. Accountable for strategic asset management across the estate including the oversight of major capital projects.
3. Ensure the Trust effectively manages its talent through strategic and local CPD and succession planning.
4. Lead, oversee and advise on the allocation of resources across the Trust.
5. Grow our resources by identifying and pursuing grant and funding opportunities in line with our charitable aims and strategic direction.
6. In line with the agreed Trust models of delegation, to select, train, develop, empower and motivate the senior staff of the Trust; to appoint associate consultants as appropriate; and to support school Headteacher's in local school recruitment and staff CPD.

No job description can be exhaustive, and the duties may alter in practice or over time. The post holder is expected to use their professional judgement to ensure that the CEO role continues to evolve and develop in line with the Trust's changing requirements.

Responsibilities of the Accounting Officer

The Chief Executive Officer is the accounting officer of the Multi-Academy Trust. The responsibilities and duties of the accounting officer are currently (July 2023) set out in sections 1.28 – 1.38 of the Academy Trust Handbook 2025. These sections, as they currently stand upon publication of this document are:

- The accounting officer role includes specific responsibilities for financial matters. It includes a personal responsibility to Parliament and to the DfE's accounting officer for the Trust's financial resources.

- Accounting officers must be able to assure DfE's accounting officer, Parliament and the public, of high standards of probity in the management of public funds, particularly regularity, propriety, feasibility and value for money, including economy, efficiency and effectiveness – the three elements of value for money.

- Accounting officers must adhere to the Seven Principles of Public Life.

- The accounting officer must have oversight of financial transactions, by:
  - ensuring the academy Trust's property and assets are under the Trustees' control and measures exist to prevent losses or misuse
  - ensuring bank accounts, financial systems and financial records are operated by more than one person
  - keeping full and accurate accounting records to support their annual accounts.

- The accounting officer must complete and sign a statement on regularity, propriety and compliance each year and submit this to DfE with the audited accounts. The accounting officer must also demonstrate how the Trust has secured value for money via the governance statement in the audited accounts.

- The accounting officer must take personal responsibility (which must not be delegated) for assuring the Board that the Trust is complying with the funding agreement and handbook.

- The accounting officer must advise the Board in writing, if action it is considering is incompatible with the articles, funding agreement or handbook. This includes where such actions conflicts with the duties of the accounting officer, to ensure regularity, propriety, value for money and feasibility.

- Similarly, the accounting officer must advise the Board in writing, if the Board fails to act where required by the funding agreement or handbook. Where the Board is minded to proceed, despite the accounting officer's advice, the accounting officer must consider the Board's reasons and if the accounting officer still considers the action proposed by the Board is in breach of the articles, the funding agreement or handbook, the accounting officer must notify DfE's accounting officer immediately in writing.

Person Specification

Attributes	Requirements
Qualifications and training	• Degree level qualification • Qualified Teacher Status • Evidence of recent and relevant continuing professional development. • NPQH • NPQEL and/or NLE (desirable) • Masters/postgraduate degree (desirable) • Completed or undertaking a recognised Trust CEO development programme (desirable).
Experience/Knowledge	• An educationalist, research informed with a strong track record of securing school improvement and with proven leadership and management skills. • Highly effective management of multiple resources across various timeframes and financial bands. • Successful experience and a proven track record as a Headteacher/Principal or equivalent. • Successful experience and proven track record in senior/executive. leadership role within a MAT (desirable). • Experience of participation in Trust and school reviews (desirable). • Experience in the secondary sector. • Experience in the primary sector (desirable). • Developing a strong team culture with senior leaders and fostering a positive work ethos, which reflects the values of the Trust and be values driven. • Working with and developing strong relationships with all stakeholders. • Experience of successfully leading, supporting, and managing senior leaders towards outstanding outcomes. • An organiser able to establish a clear planning and performance management and improvement framework. • Business awareness: not the primary 'doer' on support functions but able to clearly identify need and put in place structures and systems to meet it effectively and efficiently, whilst ensuring the Trust meets its statutory requirements. • Experience of successful school improvement, including development and delivery of a Trust strategic development plan (desirable). • Leadership experience in the education sector, with a clear educational vision. • A thorough understanding of the changing educational landscape. • In depth understanding and experience of statutory accountabilities for schools and Trusts, including those from the Department for Education, Regional Director, Ofsted and RISE. • Proven track record of managing and implementing change. • Evidence of coaching and mentoring skills. • Recent experience of improvement in curriculum development. • Proven track record of community engagement to enhance the quality of provision in local schools and to ensure students thrive.

	• A thorough understanding of the operational challenges and procedures within the academy sector, including governance, procurement, income generation, funding, financial management and estate management, with particular reference to sustaining the long-term future of high-quality education. • Up-to-date Safeguarding knowledge and training.
Thinking ability	• Able to see the bigger picture and context within which Trust's operate and understand how to act positively. • A strategic thinker who can analyse and process complex information and data quickly and rigorously in order to make effective decisions. • Can think analytically to undertake complex tasks in a systematic way. • Thinks creatively and imaginatively to solve problems and identify opportunities. • Celebrates diversity and makes decisions to actively promote inclusion. • Able to articulate and define a clear vision for the future. • Able to demonstrate having planned appropriately for future success.
Personal Qualities	• Fulfil The Seven Principles of Public Life – the Nolan Principles. • An effective ambassador for the Trust, with the ability to develop, articulate and execute a long-term vision for the Trust with a focus on raising educational outcomes, improving financial sustainability and stakeholder engagement. • An inspirational leader able to command the respect of Headteachers and Local Governing Body's and work with them to secure school improvement (challenging and supporting as required). • Proven track record of building relationships and working as part of a team. • High level of emotional intelligence and openness to receive feedback from senior leaders, staff and Trustees. • Visible and approachable, empathetic and enjoys engaging with students, staff, parents and the wider community. • Resilient and robust whilst also showing compassion in dealing with people and issues and is calm under pressure. • Able to demonstrate sound judgement and prioritise issues/risks effectively. • An effective, collaborative leader who builds confidence, trust, loyalty and engagement of others through facilitating interaction, sharing ideas and the involvement of all, combined with the ability to act decisively to drive the implementation of agreed policies and standards across the Trust. • A commitment to uphold the Trust's values and ethos. • Can negotiate and consult effectively with the capacity to influence others, managing change with respect and sensitivity and ensuring appropriate decisions are made. • A passion for securing the best possible outcomes for all our students. • Caring for both students and staff and be a champion for wellbeing. • An ability to balance the strategic requirements of the Trust with scope for local discretion on how this is achieved, when this makes sense. • High levels of personal organisation with excellent time management. • Able to make clear and transparent decisions about the direction of the Trust.

	• Able to develop and maintain an inclusive and collaborative ethos between the Central Team, schools and senior staff in the Trust.
Interpersonal relationships	• An ambassador and advocate who can command the respect of the educational and local communities and can seek out collaborations and partnerships with other local Trusts, schools and organisations. • Demonstrates a variety of leadership styles and management approaches according to context. • Ability to establish positive and productive working relationships with a wide range of stakeholders at all levels. • Effectively engage and communicate at all levels, including listening to and inspiring students, staff, parents and the wider community, as well as having a personal presence. • Shows concerns for impact – identifies the most important concerns and issues of others – modifies own behaviour to achieve the required outcomes. • An ethical leader who inspires school leaders and builds confidence in abilities at all levels. • An ability to build effective teams providing direction and support to individuals in developing and achieving personal, professional and Trust objectives. • Able to bring presence and gravitas to the role whilst remaining approachable and professional at all times.
Other requirements	• Demonstrate a firm commitment to the concept of Multi-Academy Trust and desire to see the Trust flourish and expand in a sustainable manner. • Able to work flexibly and as necessary to achieve Trust objectives. • Required to travel to various locations – must hold a valid driving licence. • Applicants must not be disqualified by law from holding directorships and must undergo an enhanced DBS check. • Display appropriate coping strategies, including sense of proportion, humility, and a sense of humour.

The Seven Principles of Public Life

The Seven Principles of Public Life (also known as the Nolan Principles) as set out on the government website (as of June 2024):

The Seven Principles of Public Life (also known as the Nolan Principles) apply to anyone who works as a public office-holder. This includes all those who are elected or appointed to public office, nationally and locally, and all people appointed to work in the Civil Service, local government, the police, courts and probation services, non-departmental public bodies (NDPBs), and in the health, education, social and care services. All public office-holders are both servants of the public and stewards of public resources. The principles also apply to all those in other sectors delivering public services.

1. Selflessness – Holders of public office should act solely in terms of the public interest.

2. Integrity – Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

3. Objectivity –Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

4. Accountability – Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

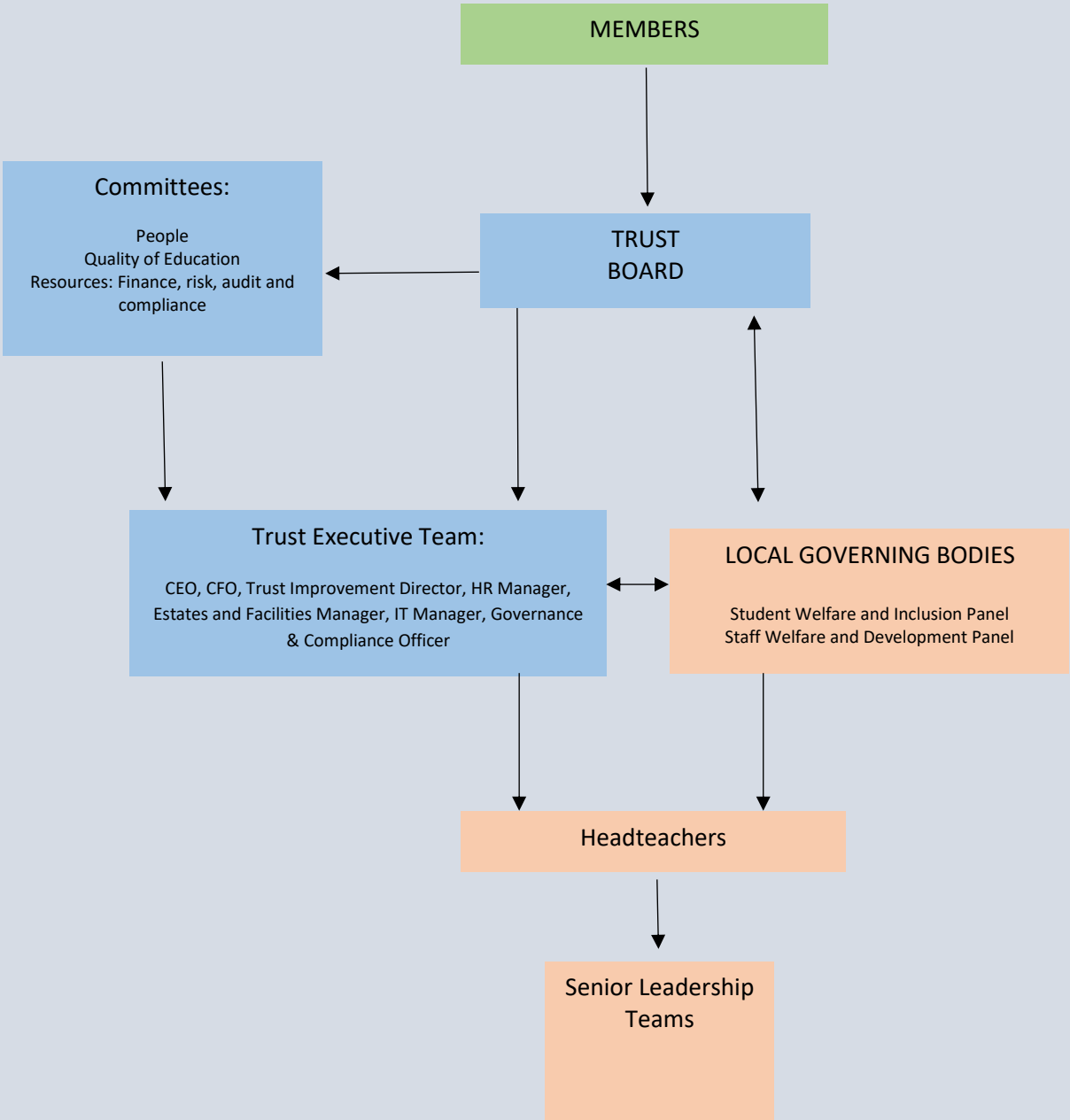
5. Openness – Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

6. Honesty – Holders of public office should be truthful.

7. Leadership – Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.

The full text of the Seven Principles of Public Life can be accessed at: The Seven Principles of Public Life - GOV.UK

Our Governance Structure



Our Headteachers

Juliette Benton

Belgrave Primary School
In post since 2016

Belgrave Primary School was opened in 1968 and was originally a one form entry primary school. It became an infant school in 1974 and returned to being a primary school in September 2008. Since 2008 our admission number has been 30 and we are a one form entry school. The school is attached to Westminster Park Community Centre which serves the local area. The school is well resourced with laptops and iPads in Key Stage One and Two in addition to desktop computers in the Key Stage Two workspace. All classes have interactive whiteboards. We have large practical "workspaces" outside the classrooms which are used for a range of lessons and activities including art, design and technology, Computing and group teaching.

Tom Kearns

Chester International School
In post since 2025

Chester International School is a hub of technology, innovation and academic study which is unparalleled in its commitment to global and professional engagement. We offer extended field studies and our students can choose subjects and elective activities which really interest them and there are many opportunities for travel and adventure. As you explore what makes CIS unique, I encourage you to consider how you might fit in our dynamic community.

Kevin Smith

Christleton High School
In post since 2023

We are a highly successful school situated in the picturesque village of Christleton, with over 1,350 students on roll. The school serves a community of small villages and housing on the east side Chester, approximately three miles from the city centre. We are a school where the desire to learn is infectious and students of all abilities flourish. Everyone works hard to create a learning environment where all are welcome and diversity is celebrated. Consequently, academic standards at the school are very high and frequently amongst the highest in the region, thanks to: highly motivated staff; children who wish to learn and parents who support them.

Tom Kearns

Queen's Park High School
In post since 2021

I would like to wish you a very warm welcome to Queen's Park High School, a smaller than average 11-18 school, beautifully located to the south of the River Dee, in the heart of Chester. Queen's Park is an ambitious, forward-thinking school with a clear vision, which is to 'Inspire Individuals, Empower Minds and Define Futures'. We strive to provide the very best learning and personal development opportunities for every young person in our care, but we also strive to provide these opportunities with care too! We are very proud to announce that our school was awarded Secondary School of the Year at the Excell Standard Education Awards 2024.

Our Central Team

Lesley Carding: Chief Finance Officer

After qualifying as a Chartered Certified accountant and working in practice, Lesley joined us 20 years ago as Finance Officer. Her responsibilities have grown as greater delegation of funds occurred and she is now our Chief Finance Officer, responsible for the delivery and probity of a circa £20m budget.

She works across the Trust leading the finance function and ensuring that we obtain maximum value of taxpayers' money for our children's education. Lesley is accountable to the CEO and Trustees who in turn are accountable to the government and audited by Murray Smith LLP, Chart

Dave Helsby: Trust IT Manager

Dave is responsible for the vision and implementation of IT across all of our schools within the Trust. As a qualified school business manager, he has a wide experience of leadership across multiple aspects of school life. Dave will be leading his IT team as they implement an exciting 'cloud first' system for the Trust, ensuring that IT enables all staff and students to achieve the best they can.

Phil Hill: Estate and Resources Manager

Responsible for the maintenance and development of all our facilities, Phil is key to the smooth running of the Trust schools. For more than 14 years he has worked to successfully secure funding and deliver over £10 million in refurbishment and building including swimming pool, all-weather pitch and numerous new school buildings.

Phil can turn his hand to anything and can often be found working alongside his team of skilled maintenance and improvement workers. He takes an active part in setting and planning budgets and is responsible to Trustees and local governors for the health and safety of our school buildings.

Andrea Nancollas: HR Manager

With over 19 years of experience in the public sector, Andrea brings a wealth of experience in HR operations, ensuring efficient and effective support across all levels of the Trust. Over the past four years, Andrea has been a key member of the HR team serving as HR Officer, where she played a pivotal role in HR support across 3 of the schools within the Trust.

As HR Manager, Andrea leads the Trust's HR team, focusing on enhancing HR operations and fostering best practices.

Andrea is an Associate Member of the Chartered Institute of Personnel and Development (CIPD).

Lyndsay Craven: School Improvement Director

Previously the Headteacher of Queen's Park High School, Lyndsay's role is to help and facilitate all of our students to make good progress at all stages of their education by identifying and coordinating opportunities for innovation and the introduction of new initiatives, designed to improve both student outcomes and Trust performance.

Lyndsay leads our staff training programme, and is a course leader for NPQ and our own Trust leadership development programmes. She also leads the annual Trust Conference.

Suzanne Wong: Governance and Compliance Officer

Suzanne worked as Support Operations Manager at Christleton High School before joining The Learning Trust's Central Team as Trust Co-Ordinator in 2021, and progressing to Compliance and Governance Officer in September 2023.

She works closely with the CEO, CFO, and Trustees to ensure that the Trust's vision is implemented by overseeing all aspects of governance, and compliance within the Trust. She provides direction and advice to the Trust's schools, supports adherence to good practice and meeting all statutory and regulatory requirements.

Our Staff

	Belgrave	CIS	CHS	QPHS	Total
Teachers	13	23	90	53	179
TAs	13	3	25	14	55
Support Staff	8	5	114	67	194
Total	34	31	229	134	428

Trust central staff are assigned to school payrolls

Trust Governance

Members

The Members are like shareholders in a commercial company, although in keeping with the Trust's charitable status, they are volunteers with no financial interests in the Trust. Their primary role is to hold the Trust Board to account for the effective performance and governance of the Trust.

Members: Philip Hamilton, Steve Richards, Paul Heath, Euan Imrie, Nick Crowther

Board of Trustees

They are the directors of the Trust (which is a charitable company in legal terms). They are accountable to the Department for Education and other regulatory agencies and have overall statutory responsibility and ultimate decision-making authority, for all the work of the Trust, including the establishing and running of the academies operated by the Trust.
In this work, the Board is aided by three Committees: People, Quality of Education, and Resources (Audit, Risk, Compliance, Finance & Estates).

Trustees: Paul Heath (Chair), Nick Clarke (Vice-Chair), Jean Charlton, Kayte Parlivliet, Damian Stenhouse, Rob Hall, Sue Egersdorff, Alex Makinson

Local Governing Bodies

In order to assist with the discharge of their responsibilities, the Trustees have established a Local Governing Body for each of its schools. In the exercise of its functions, the Local Governing Body and its Headteacher have delegated duties, acting on behalf of the Trust, to secure strong educational provision and strong: pupil outcomes; leadership and management; personal development; behaviour, attitudes and safety of students and staff, as well as for the efficient and effective daily school operations.

Our Strategic Direction 2023-2026

The Learning Trust's Strategy 2023 - 2026

Nurture Ambition Excellence

Our Trust exists to serve young people, to educate, enlighten and give them the expertise and confidence to succeed

High Quality and Inclusive Education

- To ensure that all students make outstanding progress regardless of their starting point
- To provide high quality teaching and learning supported by an outstanding pastoral system, which is rooted in mutually respectful relationships and a nurturing learning community

Schools that Excel

- To develop a robust and flexible school improvement strategy that leads to sustainable and deep-rooted improvement and increased capacity in all our schools

Attracting, Developing and Retaining Great People

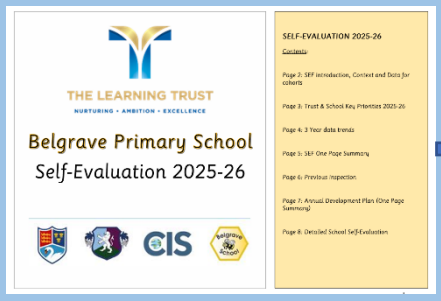
- To create a high-performing working culture for all staff that promotes collaboration, aspiration and support
- To use the flexibilities of the Trust structure to create opportunities for staff
- To ensure an inclusive working environment, promoting equality and diversity in our policies and processes

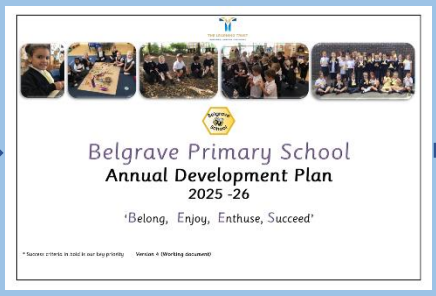
Developing capacity and ensuring a sustainable MAT

- To ensure that the Trust is an efficient and effective organisation with fit for purpose systems and processes, that delivers a scalable and sustainable business service - making a distinctive contribution to the success of our schools, by relieving pressure on school leaders
- To attract more schools into the Trust

Ethical Leadership and Governance

- To ensure high quality Governance across the Trust which ensures that leaders are accountable, challenged and supported.
- To ensure the Trust has effective quality assurance processes in place and an annual programme of review that affirm its effectiveness.





Happy and successful learners, confident individuals and responsible citizens

Why The Learning Trust?

We think The Learning Trust is a great place to work – we are committed to building a supportive and inclusive organisation, where wellbeing is taken seriously and where everyone can do their best work and achieve their full potential.

Joining The Learning Trust means there are plenty of opportunities to progress your career and to work with supportive and inspiring colleagues and students who are willing and eager to learn.

There are a range of benefits including competitive salaries, enhanced family friendly policies and tailored professional development.

Our values are deeply embedded in all we do

Nurture Ambition Excellence

Benefits

- Cycle to work scheme
- Access to health and wellbeing support via our Employee Assistance Programme.
- A discounted gym membership with Brio Workfit Scheme
- Opportunities for training and further career development
- Onsite canteen facilities
- Free eye tests for DSE users
- Enhanced family friendly policies - including 2 weeks paid paternity leave for all employees, plus flexible working policy to support work-life balance.
- Our own Wellbeing and Work Reduction Charter
- Trust Conference
- Free Flu vaccinations
- High priority admissions arrangements for staff children

Pensions - The Trust operates two pension schemes for staff:

- The Teachers' Pension Scheme for teaching staff
- The Cheshire Local Government Pension Scheme for support staff

Flexible working

We accommodate flexible working patterns where possible, depending on the role, and we welcome open discussions regarding flexible working requests during the recruitment process.

Terms & Conditions

- The Burgundy Book is incorporated into the contracts of employment of all teachers in The Learning Trust.
- The Green Book is incorporated into the contracts of employments of all support staff in The Learning Trust.
- The Learning Trust honours continuous service, Redundancy Payments Continuity of Employment in Local Government, Modification Order 1999 (RPMO) within the education sector in regard to maternity, sickness, holiday pay and redundancy.

How to Apply

If you are a dedicated and talented leader with the skills and experience for this exciting role, then we would be delighted to hear from you.

Should you have any questions about the role or would like to arrange a visit to any of our schools, please contact our current CEO Darran Jones: jonesd@tltrust.co.uk

Closing date for applications: Wednesday 25th March 2026 at 5.00pm

Shortlisting: Thursday 26th March 2026

Interviews: Monday 30th March and Tuesday 31st March 2026

To apply for this post, please follow the link below to the **'Join Us'** section of The Learning Trust's website, then click on **'Apply Now'** in the *MyNewTerm* section:

https://www.tltrust.co.uk/join-us/

If you have any recruitment queries, please contact:
tltrecruitment@tltrust.co.uk

Additional Information

Referees

References will only be sought for those candidates who are invited to attend for interview. Applicants should provide details of two referees on the application form, one for whom must be your current or previous employer. These referees will be contacted prior to interview as part of the pre-employment checks.

Evidence of Eligibility to Work in the UK

In accordance with the requirements of the Immigration Act 2016, if you are invited to interview you will be required to produce evidence of your eligibility to work in the UK and you must bring original documents with you to the interview in the form of:

- A passport/national identity card confirming either British Citizenship or European Economic Area Nationality/or a valid work-permit to cover the role applied for;
- A document from the Home Office confirming that you are allowed to work in the UK.

If you do not have any of the documents listed above you will need to discuss with the HR Administrator who will facilitate an alternative approach.

Short-Listed Candidates

An online search will also be carried out as part of due diligence on all short-listed candidates.

All short-listed candidates are required to complete a criminal record self-disclosure declaration form prior to interview. If the Trust does not receive your completed declaration, the Trust reserves the right to withdraw the offer of interview.

Verification of Educational/ Professional Qualifications

You will be required to provide evidence of any educational or professional qualifications necessary or relevant to the post you have applied for.

Originals or certified copies must be produced. When these are not available, written confirmation of the relevant qualifications should be obtained from the awarding body.

Pre-Employment Health Declaration

All successful applicants upon offer of employment will be required to complete a pre-employment Health Declaration to ensure that they are both physically and mentally fit to carry out the role applied for. Health conditions should be declared to enable the consideration of reasonable adjustments.

Feedback

We welcome feedback on the quality and scope of our recruitment process.

Safeguarding

The Rehabilitation of Offenders Act

The Rehabilitation of Offenders Act allows for a person who has been convicted of a criminal offence involving a sentence of not more than 2.5 years imprisonment and who has since lived trouble free for a specified period of time (related to the severity of the offence) to be treated as if the offence, conviction or sentence had never occurred. This is known as a spent conviction.

This job is one of those to which the provisions of the above Act in relation to spent convictions, do not apply. Applicants must therefore disclose whether they have any previous convictions, whether or not they are spent. Should an applicant have a criminal conviction, this will be discussed in confidence at interview. However only convictions that are relevant to the job in question will be taken into account. Failure to disclose any conviction could lead to an application being rejected, or, if appointed, may lead later to dismissal.

People who have convictions will be treated fairly and given every opportunity to establish their suitability for the job, all applicants will be considered on merit and ability. Any information that you give will be kept in strict confidence and will be used only in respect of your application for the job.

Disclosure and Barring Service (DBS)

Successful applicants will be asked to apply for a Criminal Record Check (Disclosure) from the Disclosure and Barring Service.

This job is subject to an Enhanced Disclosure which provides details of all convictions held on the Police National Computer Database, including current and spent convictions as well as details of any cautions, reprimands or final warnings. If a job involves working with children, the disclosure will indicate whether information is held on government department lists. There is an additional level of check which also includes a check on local police records.

A copy of the Disclosure and Barring Service Code of Practice is available on request. Further information about the Disclosure scheme can be found at https://www.gov.uk/disclosure-barring-service

A copy of the Trust's Safeguarding Policy can be found here: www.tltrust.co.uk/our-trust/policies-and-documents.php