



Job Description: Area Director of Schools

Reporting to: Deputy CEO/Director of Education

Leadership Spine Point: 22 to 28

Main Purpose of the Role

The Area Director of Schools will lead the schools within their area to be sustainably successful over time. They will provide high-level strategic leadership and management across all aspects of the Trust's activities, as agreed with the CEO/Deputy CEO. They will ensure that their schools provide high-quality education for all their pupils through effective and efficient use of people and resources. They will represent the Trust with a range of relevant stakeholders.

Key Areas of Responsibility

1. Setting and delivering targets that support the Trust's education and school improvement strategies

- Quality assure target setting of educational outcomes to achieve a culture of high aspirations and achievement.
- Work with the Headteachers to ensure effective use of data to monitor and raise standards for all pupils.
- Visit area schools on a regular basis, monitoring and evaluating performance, providing support and challenge.
- Ensure Trust wide strategies for developing or improving education are implemented effectively in schools by Headteachers.
- Work with Headteachers to develop and refine efficient and informative reporting of schools' performance, appropriate for the different audiences which require information.

2. Planning and delivering strategic change effectively

- Thoroughly plan strategies to support the adoption of changes required by a project or initiative.
- Utilise a full range of tools to support and engage senior leaders so that change leadership is effective and a maximum number of relevant stakeholders adopt the change.
- Support the design, development, delivery and management of communications.
- Define and measure the success of any changes initiated.
- Work as a team player, working collaboratively with and through others.
- Remain resilient and tenacious, tracking and dealing with issues and managing risk.

3. Operational leadership, including accountability for health and safety and budget performance

- Work with the CFOO and FOMs to maintain control and oversight of the financial performance of all the area schools, ensuring the area lives within its means.
- Lead strategic workforce planning with the Headteachers, enabling schools to meet their objectives with the financial resources available.
- Ensure health and safety policies and procedures are adhered to within the area through monitoring and update meetings with the CFOO, FOMs and Head of Estates, as necessary.
- Ensure a positive working relationship with the area's FOMs to remain informed of business operations performance and agree on action plans to improve or develop these where necessary.
- Ensure schools follow all relevant compliance legislation, working with their FOMs to monitor and control this.
- Work with senior leaders at schools and the Trust central team to create a premises and IT development plan that creates high-quality facilities for the schools and meets the needs of any future requirements.
- Work with senior leaders and the Trust's central marketing team to develop a marketing strategy that positively promotes the schools within the area.

4. Holding to account the Headteachers, including providing/securing leadership in their absence

- Line management of Headteachers, supporting them with strategic decisions.
- Support Headteachers and wider school staff on their professional growth journeys.
- Actively carry out quality assurance visits to schools in the area, analysing data and school improvement plans (and focused intervention plans where applicable).
- Arrange and take part in external quality assurance of area schools.
- Ensure capacity is built within the schools for them to run effectively if the Headteacher is absent

- Quality assure Headteachers' Governor reports and challenge accordingly.
- Support the Headteachers in preparation for Ofsted, SIAMS and QA visits.

5. Wider Trust involvement, including supporting the CEO and other executive colleagues

- To lead on whole Trust initiatives and projects as agreed with the CEO/Deputy CEO.
- Use Trust systems and structures effectively to lead and manage organisational change.
- Engage with a wide range of stakeholders to secure successful trust-wide change.
- Engage positively with other change projects being developed in our Trust to support their development and implementation in area schools.
- As a system leader, to represent the Trust with a wide range of relevant stakeholders and partners.

6. Ensuring governance arrangements are effective and risk management is embedded within all layers of leadership

- Ensure Governors are kept up to date with all relevant information.
- Attend Governor meetings as necessary.
- Review the risk register regularly with FOMs and ensure that Headteachers are actively discussing risk within their leadership teams and considering risk as part of their decision-making process.
- Provide the Deputy CEO/Director of Education with a regular update on risk management strategies and highlight any issues that could have a high impact on the schools within the area.
- Work with the Trust's Governance Co-ordinator to ensure that all Governors meet the skills required and are engaging effectively.

7. Leading in the community through collaboration and wider stakeholder engagement

- Support Headteachers to lead community schools that offer place-based learning opportunities as an element of their educational offer.
- Work with stakeholders to ensure area schools have a positive reputation of achievement, aspiration and well-being within their communities.
- Develop productive relationships with relevant community partners that support and enhance the strategic aims of the Trust.
- Work with Headteachers to seek opportunities for area schools' pupils to engage in community events that benefit their academic and personal development.
- Represent the Trust in appropriate local education collaboration groups and forums.

8. Developing Self and Working with Others

- Motivate and enable all area school Headteachers and senior leaders to carry out their respective roles to the highest standard, through high-quality continuing professional development based on the assessment of needs
- Treat everyone within each area school fairly and equitably, and in accordance with the Trust's values, ensuring a high standard of professional development for all staff and self.
- Keep abreast of educational developments and best management practice to introduce appropriate innovation.
- Develop a culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with under-performance.
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the academies.
- Develop the capacity, through coaching and other appropriate means, of educational leadership and management, particularly the senior teams.

9. General

- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times and follow the staff code of conduct.
- Teaching and learning are our core business and, therefore, are an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.
- All Trust policies and procedures must be adhered to at all times.

The Area Director of Schools will undertake any other duties relevant to the post as deemed necessary by the CEO/Deputy CEO and Trustees, including leading Trust initiatives and ensuring governance and compliance across all area schools. Any such duties should not however substantially change the general character of the post.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the appraisal and line management process.



Person Specification – Area Director of Schools

Qualifications & Professional Expertise

Essential

- Qualified teacher status (QTS) or equivalent professional qualification.
- Evidence of sustained professional development relevant to senior leadership and school improvement.
- Deep understanding of national educational policy, accountability frameworks, and effective school improvement strategies.

Desirable

- Further professional qualifications in leadership, SEND, or inclusion (e.g. NPQEL or NPQSEND).
- Additional accreditation or training related to safeguarding, governance, or multi-academy trust leadership.

Experience

Essential

- Significant senior leadership experience in schools or trust settings, with evidence of securing high-quality outcomes across multiple schools or departments.
- Proven track record of driving school improvement through data-informed decision-making, quality assurance, and strong leadership.
- Experience of leading change, influencing others, and engaging a wide range of stakeholders at a strategic level—reflecting responsibilities in current Area Director role descriptions such as strategic leadership, performance monitoring, and Trust-wide implementation of improvement strategies.

Desirable

- Experience of senior leadership in schools or trusts with strong inclusive practice and effective SEND provision.
- Experience of leading or supporting inclusive school improvement at scale.

Knowledge & Understanding

Essential

- Comprehensive understanding of effective teaching and learning, curriculum leadership, and assessment practices.
- Strong grasp of safeguarding responsibilities and statutory educational requirements.
- Understanding of Trust-level strategic priorities, financial considerations, and governance expectations—aligned with the strategic and compliance

elements detailed in job descriptions.

Desirable

- Expertise in SEND legislation, inclusive pedagogy, and the leadership of specialist and mainstream provision.
- Awareness of current research related to inclusion, school culture, leadership development, and organisational improvement.
- A sound understanding of the strategic leadership of SEND, including statutory frameworks, quality assurance of provision, and improving outcomes for pupils with additional needs.

Skills & Abilities

Essential

- Ability to analyse complex school performance data and translate insights into practical improvement priorities.
- Highly effective communication and interpersonal skills; able to influence, challenge and support senior leaders.
- Capacity to manage competing priorities, work at pace across multiple schools, and lead change with clarity and conviction.
- Strong coaching, mentoring, and leadership development skills.
- Excellent judgement with the ability to balance support and challenge to ensure high standards and accountability.

Desirable

- Ability to design and implement large-scale improvement programmes, particularly with a focus on inclusion or SEND.
- Advanced skills in evaluating SEND provision, inclusive practices, and outcomes across diverse school contexts.

Personal Qualities

Essential

- High levels of integrity, emotional intelligence, and resilience.
- Commitment to the values and ethos of the Trust, including a strong moral purpose centred on equity and excellence for all pupils.
- Collaborative, reflective, and open to learning.
- Confident strategic thinker who remains grounded in the realities of school life.

Other Requirements

- Ability to travel between schools within the Trust.
- Willingness to work flexibly, including outside normal hours when required.
- Commitment to the safeguarding and welfare of children.