

EXECUTIVE PRINCIPAL, SECONDARY (TRUSTWIDE)

CANDIDATE INFORMATION PACK

HEARTWOOD
LEARNING TRUST

Welcome

Thank you for your interest in joining Heartwood Learning Trust as one of our Executive Principals for secondary schools.

At Heartwood Learning Trust, we have a simple mission which is to provide environments where children and young people can thrive. We want our pupils, colleagues and school communities to be given opportunities so that they can live life in all its fullness, now and in the future. Our Trust values, Kindness, Respect and Teamwork, underpin everything that we do and the way that we do it.

Our secondary schools could hardly be more varied. There are six of them, Church schools and community schools, alongside two Alternative Provision academies. They serve very different communities in and around York, Hull, Scarborough and Selby. Each school has its own character, its own strengths and its own challenges, and each has further to go.

These are new and important roles, and those appointed will be associate members of our Executive Team. You will work alongside Principals to raise standards, starting with the schools that need it most. In time, you will also help schools that are already doing well to become even better. You will be part of shaping the Trust's direction over the next five to ten years, including our response to the national focus on Inclusion and SEND.

Each role will focus either on a cluster of schools or on a Trustwide brief with a pastoral focus, so that we meet the needs of our pupils and the communities we serve.

We are looking for authentic, resilient and flexible leaders with proven skills, who believe, as we do, that kindness and constructive challenge go hand in hand. We warmly welcome applications from Principals already leading schools in our Trust, as well as from leaders elsewhere.

Getting this right will make a huge difference to children and our school communities. If this role appeals to you, I would love to hear from you. Please do not hesitate to get in touch, to arrange a visit or an informal conversation, by contacting **recruitment@hlt.academy**.

Helen Winn

Chief Executive Officer
and Accounting Officer

About this opportunity

This is a chance to become an associate member of the Executive Team of a close-knit trust and to lead improvement across a group of secondary schools that could hardly be more varied.

A trust with real variety

Heartwood Learning Trust has fourteen schools in Hull, York and across North Yorkshire. Of these, six are secondary and two are Alternative Provision academies. Some are Church schools, others community schools; some are large, others much smaller. They serve communities in the cities of York and Hull, on the North Yorkshire coast and close to Selby. Each area has its own challenges, and these shape the work of our schools every day.

Where the schools are now

Our secondary schools are at different points on their journeys. Some have made real progress and need to keep it going. Others are already doing well and are ready to become even better. That variety is what makes these roles so interesting, and it is why we need leaders who can adapt their approach to each school.



Looking ahead

The Trust is focused firmly on the next five to ten years. Inclusion and special educational needs and disabilities (SEND) are at the centre of national education policy, and they are at the centre of our work too. Our Executive Principals will help us to make sure that every one of our secondary schools is ready, and that every pupil, whatever their needs, gets the education they deserve.

The role

You will lead improvement across a group of our secondary schools and Alternative Provision academies, working closely with their Principals: supporting them, challenging them and helping them to lead their schools well.

Your work could focus on an individual school, on a cluster of schools, or on a Trustwide brief with a pastoral focus. To begin with, you will work with the schools where improvement is most needed. Over time, your focus will widen to helping our stronger schools become even better.

As an associate member of the Executive Team, your priorities will be to:

- Raise standards of education and outcomes in the schools you lead, starting with those that need it most
- Develop the leadership capacity of Principals and their senior teams, so that improvement lasts
- Help shape and deliver the Trust's strategy, including its approach to Inclusion and SEND
- Work collaboratively with Principals, central colleagues and the Executive Team to achieve the Trust's objectives

The leaders we are looking for

We need experienced, flexible and committed team players. Each will be someone who:

- Has a proven record of school improvement and is looking for a new challenge, and for variety
- Is a great people person, able to build strong relationships with Principals and staff and to offer support and challenge in equal measure
- Is resilient, adaptable and comfortable working across very different schools and communities

- Works collaboratively, in schools and across the Trust, and wants to be an associate member of our Executive Team
- Shares our vision and lives our values

Our values matter to how these roles are done. We believe in the power of kindness, generosity and consideration, treating others as we would wish to be treated ourselves, but never shying away from constructive challenge, or from tough decisions for the right reasons. Respect and teamwork are just as important.

Substantial and successful senior leadership experience, including headship, is essential.

The roles will involve working in York, Hull, Scarborough and Selby, and travelling between them.

The full person specification is set out in About You.

What success could mean

- For our pupils: secondary schools in which every young person, whatever their background or needs, thrives, achieves well and is ready for their next step
- For our schools: Principals and leadership teams with the capacity to sustain improvement themselves
- For our communities: schools that families in York, Hull, Scarborough and Selby are proud of and choose first
- For you: the chance to make a lasting difference across a whole group of schools, working with a friendly, focused Executive Team

At a glance

Item	Detail
Salary	**Leadership scale L33 - L36**
Contract	**Full time, permanent**
Reports to	**Executive Director of Education**
Location	**Trustwide, across York, Hull, Scarborough and Selby**
Start date	**1st April 2027**
Closing date	**30th November 2026 at midnight**
Shortlisting	**1st December2026**
Interviews	**10th and 11th December 2026**
Visits and conversations	**recruitment@hlt.academy**

Our secondary schools

Our secondary schools and Alternative Provision academies are in three areas, each with its own character.

York and Selby

Manor Church of England Academy and Vale of York Academy serve communities on the north-west side of York. Barlby High School is a smaller school just outside Selby, about 13 miles south of York, serving the village and surrounding area. These communities are generally more prosperous, but each school has pupils who face disadvantage and need extra support to thrive.

Scarborough

George Pindar School and Graham School serve communities on and around the North Yorkshire coast. These communities face real economic challenges, but they are close-knit, with a strong sense of identity and pride in their town.

Hull

Liberty Academy is a large Church of England academy in east Hull, a community that also faces real economic challenges and where major housing regeneration is now beginning to bring change.

Our two Alternative Provision academies, Aspire Academy and Compass Academy, are also in Hull. They support young people for whom mainstream school is not currently the right place.







Key facts

School	Location	Type	Pupils (approx.)
Barlby High School	Barlby, near Selby	Community	450
George Pindar School	Scarborough	Community	750
Graham School	Scarborough	Community	890
Liberty Academy	Hull	Church of England	1,200
Manor Church of England Academy	York	Church of England	1,150
Vale of York Academy	York	Community	660
Aspire Academy	Hull	Alternative Provision	150
Compass Academy	Hull	Alternative Provision	60

About Heartwood Learning Trust

We are very lucky to have fourteen thriving schools in Hull, York and across North Yorkshire.

Some of our schools are community schools and others are Church schools. The diversity of our schools makes our Trust richer. It is important to us that our schools serve their local communities. Each school has its own distinct character which we believe makes us even stronger as a family of schools.

Our schools work collaboratively, to share and develop great practice. We make sure that we have strong foundations through working together and bringing together expertise so that we can give our pupils the very best. We have a common approach to curriculum and teaching across the Trust to ensure quality and to reduce the workload of our colleagues.

HEARTWOOD
LEARNING TRUST

Our Vision

life in all its fullness

A PLACE TO THRIVE JOHN 10:10

Our Values

Kindness - Kindness, always backed up by action

We believe in the power of kindness, generosity and consideration. Treating others as we would wish to be treated ourselves. It is the right thing to do, and it helps to create places where people thrive. However, our commitment to kindness doesn't mean that we shy away from constructive challenge, or from making tough decisions for the right reasons.

Respect - Respect for each other and ourselves

We encourage everyone in our community to respect and value each other, and to treat each person as a unique individual of inherent worth. Some of our schools are faith based, others are not, and we serve a wide range of urban, rural and coastal communities. This rich tapestry makes us who we are, and we believe that diversity makes us stronger.

Teamwork - Together we are more than the sum of our parts

We believe in the strength of teamwork - that we learn and achieve more by working collaboratively. We are committed to building a strong, resilient and sustainable multi academy trust by developing a talented team of likeminded people, with the common goal of delivering great learning experiences. With a forensic focus on improvement, we work together to achieve our objectives.

Primary Academies / Schools

Burton Green Primary School

Forest of Galtres Anglican Methodist Primary School

Newland St John's Church of England Academy

Poppleton Ousebank Primary School

Skelton Primary School

St James' Church of England Academy

Secondary Academies / Schools

Barlby High School

George Pindar School

Graham School

Liberty Academy Church of England

Manor Church of England Academy

Vale of York Academy

Alternative Provision Academies

Aspire Academy

Compass Academy

Working to support the Executive Team

Heartwood is a close-knit trust, and its Executive Team is friendly and focused. As an Executive Principal, you will be an associate member of that team, working closely with the Chief Executive Officer, your executive colleagues, Trustees and the central team.

You will report to the Executive Director of Education. You will line manage the Principals of your designated schools, which will be agreed with the Executive Director of Education, and you will lead their performance management.

Alongside your work with individual schools, you will work with the Executive Team to develop and implement the Trust's vision, strategy and priorities. That includes cross-phase initiatives and Trustwide policies. You will also keep the CEO, your executive colleagues and Trustees informed about how your schools are performing.

The Trust has a common approach to curriculum and teaching, and a Trustwide Behaviour Policy. Every school takes part in a cycle of review, support and challenge, matched to its circumstances. You will lead that cycle for your designated schools.

Our central teams cover education, finance, HR, safeguarding, estates and governance. You will work closely with them, and with the Deputy CEO and central finance team on financial planning and resource management, so that each school gets the support it needs.

Where your designated schools include Church schools, you will help to make sure that their distinctive Christian vision and character are upheld and developed, working with the Diocese, local churches and other Church partners.

What we offer

Professional development

We are committed to the professional development of every colleague, from early career teachers to senior leaders. We are also a member of the Challenge Partners Network. Our Career Pathways Programme helps colleagues develop and progress, and we work with a range of training providers to offer high-quality training at every level.

Pension

You will be offered membership of the Teachers' Pension Scheme, with contributions from both you and the Trust.

Cycle to Work scheme

You can buy a bike for travelling to work through Cyclescheme. The Trust pays the cost upfront and you repay it from your gross salary, usually over 12 months, which reduces your taxable pay.

Employee Assistance Programme

A 24-hour helpline from Health Assured offers support with any of life's issues, including stress and anxiety, debt, work, addictions, relationships and legal matters.

Occupational health support

All colleagues have access to confidential occupational health support.

Relocation and travel

Travel expenses apply to these roles. A relocation package may be applicable for candidates moving into the regions we serve from other areas of England.

Our family

As a Trust, we believe in growing together as a family. Underpinned by our values of Kindness, Respect and Teamwork, our schools are places where young people can grow and excel, and where colleagues work together to build a culture of excellence.



Living and working in York, Hull and the Yorkshire coast

These roles span some of the most attractive places to live in the north of England. Whether you prefer a historic city, the coast, or somewhere in between, there is a place to suit you.

York

York is one of England's best-loved cities. Its medieval walls, Minster, museums and riverside, its independent shops and restaurants, and its two universities give it a lively, cultured feel. It has excellent rail links, with London under two hours away and Leeds and Manchester within easy reach.

Scarborough and the coast

Scarborough is the original seaside resort, with two sandy bays, a castle on the headland and a thriving arts scene, including the Stephen Joseph Theatre. The North York Moors and the coastal towns of Whitby and Filey are close by.

Hull

Hull is a thriving port city with a strong sense of its own identity. Its year as UK City of Culture in 2017 left a lasting mark: a revived Old Town and marina, free museums and galleries, theatres, and a busy calendar of music and sport. The average home in Hull costs around half the UK average.

Somewhere in between

You might choose to live between our schools. The market towns of Beverley, Malton, Pocklington and Selby, and the villages of the Yorkshire Wolds and the Vale of York, offer beautiful countryside within easy reach of all three areas.



About the role

Item	Detail
Job title	Executive Principal, Secondary (Trustwide)
Grade	L33 - L36
Responsible to	Executive Director of Education
Staff managed	Trust Principals (as defined by the Executive Director of Education)
Job family	Central team

Job purpose

The Executive Principal will provide strategic and executive leadership for designated schools within the Trust, ensuring that they deliver high-quality education, strong outcomes, and positive experiences for all learners.

The Executive Principal will offer leadership, support, and challenge to designated Principals, holding them to account for the performance, standards, culture, and effectiveness of their schools. The postholder will ensure that Trust strategy, vision and values are translated into effective practice within the designated schools and will intervene appropriately where performance, leadership, or educational quality requires improvement.

Job context

The postholder will contribute to the strategic leadership and development of the Trust as a whole, working closely with the CEO, Executive Team, Trustees, and central colleagues. The postholder will contribute to cross-phase priorities and promote coherence, collaboration and effective practice across the Trust.

Where designated schools include Church schools, the Executive Principal will provide strategic leadership to ensure that their distinctive Christian vision and character are upheld, developed and reflected in the leadership, culture, and educational experience of the school, working appropriately with the Diocese, local churches, and other Church partners.

Accountabilities

Main responsibilities

- Provide strategic leadership, direction, and accountability for the designated schools, ensuring high standards of education, leadership, and organisational effectiveness
- Hold designated Principals to account for pupil achievement, progress, teaching and learning, behaviour, attendance, safeguarding, and the overall performance of their schools
- Provide appropriate support, challenge, and intervention to Principals in response to school performance, quality assurance evidence, inspection outcomes, and identified risks
- Ensure that schools provide an ambitious, coherent and inclusive curriculum which meets the needs of their pupils and prepares them effectively for their next stage of education, employment, or training
- Promote high expectations for teaching, learning, behaviour, attendance, and personal development across designated schools
- Ensure that disadvantaged pupils and other vulnerable groups are appropriately supported and that schools take effective action to address gaps in achievement and opportunity
- Ensure that designated schools maintain a positive, inclusive, and aspirational culture in which pupils and staff can flourish
- Provide strategic oversight of significant operational or educational issues within designated schools and ensure that these are addressed effectively

- Ensure that schools respond appropriately and effectively to external inspection, review, and accountability processes
- Promote effective transition and continuity of learning between educational phases, particularly where this contributes to improved outcomes for pupils
- Ensure that the designated schools make effective use of Trust resources and central services to support educational priorities

Communications

- Establish strong, professional, and appropriately challenging relationships with Principals, senior leaders, and other colleagues
- Communicate the Trust's vision, values, strategic priorities, and expectations clearly and consistently across designated schools
- Provide clear and constructive feedback to Principals and senior leaders, including through performance management and school review processes
- Communicate educational performance, risks, priorities, and progress effectively to the CEO, Executive Team, and Trustees as required

Partnership or corporate working

- Contribute as a senior Trust leader to the development and implementation of the Trust's vision, strategy, and corporate priorities
- Work closely with central Trust colleagues, including education, to ensure that your designated schools are working within the Trust-defined parameters for finance, HR, safeguarding, estates and overall compliance
- Ensure that Principals work effectively with their governing bodies and understand their responsibilities within the Trust's governance framework
- Develop effective relationships with other schools, Trusts, local authorities, professional networks, and external agencies to strengthen provision and share effective practice
- Represent the Trust positively within local, regional, and wider educational networks
- Promote collaboration and sharing of effective practice between designated schools and across the Trust
- Contribute to cross-phase initiatives and Trustwide strategic priorities, drawing on expertise from both primary and secondary education

- Where designated schools are Church schools, develop effective relationships with the relevant Diocese, local churches, clergy, and other Church partners
- Provide strategic support and challenge to leaders of Church schools to ensure that their distinctive Christian vision and character are understood, lived out, and reflected in school improvement and development
- Ensure that the Trust's Christian vision and values inform leadership and decision making within designated Church schools
- Contribute to the development of positive relationships with local communities and other stakeholders which enhance the Trust's reputation and impact

People management

- Directly line manage designated Principals in accordance with Trust policies and delegated responsibilities
- Set clear expectations for Principals and hold them accountable for school performance, leadership effectiveness, and delivery of Trust priorities
- Conduct effective performance management, appraisal, and professional review processes for designated Principals
- Coach, mentor, and develop Principals to strengthen their leadership capacity, effectiveness, and resilience
- Identify leadership strengths, development needs, and succession opportunities across designated schools
- Support the recruitment, appointment, induction, and retention of high-quality Principals and other senior leaders as required
- Ensure that Principals establish effective leadership structures and develop the capacity of their senior and wider leadership teams
- Promote effective succession planning and the development of future leaders across the Trust
- Address leadership performance appropriately, taking timely and proportionate action in accordance with Trust policies
- Promote staff wellbeing and a positive professional culture while maintaining high expectations and accountability
- Model high standards of professional conduct, integrity, collaboration, and leadership
- Ensure that leaders promote an inclusive culture in which equality, dignity, respect, and the wellbeing of pupils and staff are prioritised

Skills and development

- Promote a culture of continuous professional learning and improvement across the Trust
- Identify common leadership and professional development priorities through school performance, quality assurance, and other evidence
- Ensure that Principals have access to appropriate professional development, coaching and support
- Facilitate collaboration and the sharing of effective practice across designated schools and the wider Trust
- Support the development of leadership expertise and capacity within schools to ensure sustainable improvement
- Promote evidence informed approaches to teaching, learning, curriculum, assessment, behaviour, and inclusion
- Encourage leaders to evaluate the impact of professional development and improvement activity on pupil outcomes
- Maintain and develop own professional knowledge in relation to educational leadership, school improvement, secondary education, and the wider education system

Safeguarding

- Be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate
- Maintain confidentiality as appropriate
- Have an awareness and knowledge where appropriate of the most recent safeguarding legislation
- Hold Principals to account for safeguarding practice, culture, and compliance within their schools
- Work closely with the Trust's safeguarding leadership to identify and address safeguarding risks, themes, and areas requiring improvement

Systems and information

- Establish and maintain a clear strategic overview of the performance, standards, quality, and risks of designated schools
- Lead in accordance with the defined Trust parameters to ensure, where applicable, consistency and compliance are maintained
- Use educational performance data, assessment information, quality assurance evidence, financial information and other data to identify strengths, priorities, and areas of risk
- Ensure that Principals use reliable evidence to evaluate the effectiveness of their schools and determine appropriate improvement priorities
- Monitor progress against school improvement plans, Trust priorities, and agreed performance targets
- Ensure that quality assurance processes provide accurate and meaningful evidence of educational effectiveness
- Provide timely, accurate, and insightful reports to the CEO, Executive Team, Trustees, and other appropriate governance bodies
- Ensure that significant risks and areas of concern are identified, recorded, escalated, and appropriately managed
- Maintain an effective understanding of relevant statutory, regulatory, and inspection requirements
- Use information and evidence proportionately to support school improvement



Planning and organising

- Translate Trust strategy and priorities into clear expectations and improvement objectives for designated schools
- Agree, monitor, and review appropriate priorities and targets with Principals, ensuring that these are ambitious, realistic, and focused on impact
- Lead an effective cycle of school review, evaluation, support, challenge, and intervention across designated schools
- Ensure that school improvement planning is based on accurate self evaluation, robust evidence, and a clear understanding of the school's context
- Determine appropriate levels of support and intervention according to the performance, capacity, and circumstances of each school
- Anticipate emerging educational, organisational, and leadership risks and ensure that appropriate action is planned and implemented
- Contribute to strategic workforce planning, succession planning, and resource planning across designated schools
- Work with central Trust colleagues to ensure that financial and other resources are aligned to educational priorities and used effectively
- Ensure that designated schools plan effectively for inspection, external review, and other accountability processes
- Contribute to Trustwide strategic planning, including cross-phase initiatives and organisational development
- Ensure that the distinctive Christian vision and character of designated Church schools are incorporated into strategic planning and school improvement activity
- Support effective business continuity, organisational resilience, and strategic risk management within designated schools
- Work with the Deputy CEO, central finance team and Principals to ensure effective financial planning and resource management across designated schools
- Provide appropriate strategic challenge to Principals regarding the use of staffing, financial, and physical resources

Data protection

- Comply with the Trust's policies and supporting documentation in relation to Information Governance; this includes Data Protection, Information Security and Confidentiality
- Know about data protection issues in the context of your role

Health and safety

- Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure
- Work with colleagues and others to maintain health, safety and welfare within the working environment

Equalities

- We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities
- Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement
- Develop your own understanding of equality issues

Flexibility

- Act as interim Principal if required
- Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances
- Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager
- Permanent and significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures

Customer service

- The Trust requires a commitment to equity of access and outcomes; this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment
- The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values
- Understand your own role and its limits, and the importance of providing care or support

About You

Person Specification

KEY
E = Essential **D** = Desirable **A** = Application
AA = Assessment activities **I** = Interview

Qualifications	E/D	A	AA	I
Qualified Teacher Status	E	✓		
Degree or equivalent	E	✓		
Evidence of continuous professional development	E	✓		
Has achieved or is working towards gaining the NPQEL or NPQH	D	✓		
Master's degree or other relevant postgraduate qualification	D	✓		
Knowledge	**E/D**	**A**	**AA**	**I**
Thorough knowledge and understanding of effective school leadership, school improvement, teaching, learning, curriculum, and assessment	E	✓	✓	✓
Strong understanding of the factors that drive high standards, pupil outcomes, attendance, behaviour, and inclusion	E	✓	✓	✓
Up-to-date knowledge of the statutory and regulatory framework relating to schools, including safeguarding, SEND, equality, and health and safety	E	✓		✓
Understanding of effective governance, accountability, and leadership within a Multi Academy Trust	E	✓	✓	✓
Understanding of effective leadership development, performance management, and organisational change	E	✓	✓	✓
Current knowledge of the Ofsted framework and inspection methodology	E	✓		✓
Understanding of the distinctive nature and purpose of Church of England education and the importance of Christian vision and values in school leadership	D	✓		✓
Knowledge of effective practice across both primary and secondary phases	D	✓		✓

Knowledge of the Church of England's Vision for Education and current SIAMS framework	D	✓		✓
Understanding of Trustwide financial management, ICFP, and resource planning	D	✓		✓
Knowledge of the governance and operational context of Multi Academy Trusts	D	✓	✓	✓

Experience	E/D	A	AA	I
Substantial and successful senior leadership experience in education including headship	E	✓	✓	✓
A proven track record of securing sustained improvement in the quality of education and pupil outcomes	E	✓	✓	✓
Significant experience of providing effective support and challenge to senior school leaders	E	✓	✓	✓
Experience of leading school improvement through robust evaluation, planning, implementation, and review	E	✓	✓	✓
Experience of using performance information and other evidence to identify priorities, manage risk, and evaluate impact	E	✓	✓	✓
Experience of leading and developing staff, including performance management, coaching, and succession planning	E	✓	✓	✓
Experience of managing financial and other resources effectively in support of educational priorities	E	✓	✓	✓
Experience of working effectively with governors, Trustees, and a range of internal and external stakeholders	E	✓	✓	✓
Experience of working within a Multi Academy Trust	E	✓		
Experience of executive headship	D	✓		
Experience of leading improvement across more than one school	D	✓		
Experience of direct line management of Principals	D	✓		✓
Experience of leading a school or group of schools through significant improvement or change	D	✓		

Experience of presenting educational performance and strategic recommendations to Trustees or a Trust Board	D	✓		✓
Experience of recruiting, developing, and retaining senior leaders across a multi-school organisation	D	✓		
Experience of strategic workforce and resource planning across multiple schools	D	✓		✓
Experience of working with diocesan, Church or other faith-based partners	D	✓		✓

Occupational skills	E/D	A	AA	I
Exceptional strategic leadership skills, with the ability to translate vision and strategy into measurable improvement	E			✓
Ability to provide robust, evidence-informed challenge and support to Principals and other senior leaders	E		✓	✓
Ability to analyse complex educational, financial, and organisational information and use it to make sound strategic decisions	E		✓	✓
Excellent communication, influencing, and relationship-building skills across a wide range of audiences	E		✓	✓
Ability to lead difficult conversations, manage conflict, and address underperformance with professionalism and integrity	E		✓	✓
Ability to identify organisational risk, determine appropriate intervention, and act decisively when required	E		✓	✓
Ability to develop leadership capacity and create sustainable improvement rather than dependence on executive intervention	E		✓	✓
Ability to work strategically across organisational boundaries and contribute effectively to whole-Trust priorities	E			✓
Strong organisational and prioritisation skills, with the ability to manage competing demands and maintain focus on impact	E			✓
Ability to articulate and promote the Trust's Christian vision and values and, where appropriate, support the distinctive Christian character of Church schools	D			✓

Other requirements	E/D	A	AA	I
Willingness and ability to travel between Trust schools and undertake duties across the Trust as required	E			✓
Experience of working within a Church of England school or Trust	D			✓

Ready to make a difference? **How to apply**

To apply, please complete the online application form. Before you start, read the job description and person specification carefully, and use your application to give specific examples of your work in these areas. We may assess you against any of the criteria at each stage of the selection process. We do not accept applications through agencies.

The closing date is 30th November 2026 at midnight.
Interviews will take place on 10th and 11th December 2026.

We are committed to safeguarding and protecting our children and young people and expect all staff and volunteers to share this commitment. All posts are subject to a safer recruitment process which includes enhanced criminal records and barring checks, scrutiny of employment history, robust referencing and other vetting checks.

Our safeguarding system is underpinned by a range of policies and procedures which encourage and promote safe working practice across the Trust. On joining you will be required to undergo continuous professional development to maintain safe working practice and to safeguard our children and young people.