



A MULTI-ACADEMY TRUST

Recruitment Pack





Welcome to Candidates

Thank you for your interest in joining Place Partnership. This pack contains the ambition for our new organisation and the details of our journey to date, alongside information regarding the role we are looking to recruit to.

We are incredibly excited to be in the process of finalising our new Shared Services Team. This team of highly skilled colleagues will be dedicated to supporting us to realise our ambitious vision for education at Place Partnership, where people belong, place matters and purpose lasts.

Place Partnership represents the voluntary merger of two strong and successful Trusts in South and West Yorkshire: Maltby Learning Trust, established in 2014, and Accord Multi Academy Trust, founded in 2016. Both organisations shared a clear ambition – to grow our families of schools, extend the impact of our work, and ensure more children, families and communities could benefit from high-quality education. We recognise that by coming together, we will create a larger organisation with greater capacity to deliver exceptional learning experiences, strengthen school improvement, and contribute more meaningfully to the wider education system. From 1 September 2026, we will comprise 12 academies, supporting children and young people from early years through to Post 16.

At the heart of Place Partnership is a commitment to building a culture where people feel valued, take pride in their place, and hold high expectations because everyone matters. At Place Partnership we are dedicated to providing a high-quality education which ensures that every child is given the opportunity to achieve their full potential.

As an employer, we invest in our people through extensive professional learning and development opportunities, a comprehensive wellbeing offer, and a wide range of generous employee benefits.

It has always been a privilege to work alongside talented and dedicated professionals who strive every day to create the best possible opportunities for young people and our local communities. If you share our ambition, energy, and belief in the power of education to transform lives, we would be delighted to hear from you.



Alan Warboys
CEO

Vision

People belong, place matters, purpose lasts.



Value Our People

We treat people with care and compassion, build belonging, and hold high expectations because everyone matters.



Take Pride in Our Place

We care for our communities and work in partnership, so that people feel connected, supported and part of something to be proud of.



Act with Enduring Purpose

We focus on what matters most, our young people, making decisions that stand the test of time.

Mission

We commit to building a culture where people feel valued, take pride in their place, and hold high expectations because everyone matters.



The Heart of our Communities

Bringing together two closely connected regions through the merger was a deliberate and meaningful choice.

From the outset, we recognised that place matters, and that pride in local identity is a powerful force. South and West Yorkshire have long been shaped by industry, resilience, and strong civic identity, and education has always played a central role in supporting opportunity and social mobility. Today, that legacy is at the heart of our commitment to inclusive education, strong vocational pathways, and schools that sit at the centre of their communities. As our region continues its shift from industrial to knowledge-based economies, we are determined to realise the high aspirations of our young people ensuring that they receive the very best education available.

Our academies are deeply rooted in their localities, and we build meaningful relationships with families, businesses, and community organisations. Events within academies – such as charity fundraisers, concerts, showcases, and annual Remembrance Services – bring people together, and pupils regularly visit care homes and community spaces. These experiences help our young people understand the importance of compassion, connection, and contributing to the world around them.

We also maintain strong partnerships with local industry and education providers, ensuring pupils can explore and pursue the pathways that inspire them. Mock interview days, careers fairs, and links with employers and training providers open doors to a wide range of careers, apprenticeships, and higher education opportunities. Through these connections, we help our pupils see what is possible and we support them to take confident steps toward their futures.

This work will be made possible through a strong and well coordinated shared services model. Our teams will operate within a single executive structure, with strategic and operational functions delivered through two geographical hubs in Rotherham/Doncaster (South) and Wakefield (West). As a larger Trust, we will have greater flexibility to shape roles around individual strengths and to offer meaningful opportunities for cross collaboration and professional development.

By bringing together specialist expertise and ensuring it is accessible to every academy, we will enable our schools to focus on what matters most: delivering exceptional education and improving outcomes for every young person we serve.

The Shared Services model incorporating Finance, People, ICT, Data, Estates, Governance & Executive Support and Marketing & Communications strengthens the quality, consistency, and reliability of support across Place Partnership.

If you have the drive and passion to help shape something new, we would be delighted to hear from you.

Place Partnership is embarking on an exciting journey, and we are looking for talented, motivated people who can help us achieve our ambitions.



12 academies
9,000 pupils
1,050 staff



- | | |
|---|--|
| 1. Ossett Academy
Accord Sixth Form College | 7. Sir Thomas Wharton Academy
The Sixth Form Partnership |
| 2. South Ossett Infants Academy | 8. Ravenfield Primary Academy |
| 3. Horbury Academy | 9. Maltby Redwood Academy |
| 4. Horbury Primary Academy | 10. Maltby Manor Academy |
| 5. Middlestown Primary Academy | 11. Maltby Lilly Hall Academy |
| 6. Wath Academy
Wath Academy Sixth Form | 12. Maltby Academy
The Sixth Form Partnership |

Why Work for Us?

We recognise that our people are our greatest strength. Creating an environment where every colleague feels valued, supported, and able to thrive is one of our core values.

As part of our commitment to staff wellbeing and professional growth, we offer a comprehensive suite of benefits designed to support you at every stage of your career:

- ✓ Generous annual leave entitlement for full-time colleagues, rising with length of service.
- ✓ A Corporate Paid Healthcare Cash Plan through Westfield Health, with the ability to claim money back for essential healthcare and access a GP 24/7 through Doctorline.
- ✓ A competitive salary, incremental progression, and an enhanced pension scheme through either the Teachers' Pension Scheme or the Local Government Pension Scheme.
- ✓ An extensive professional learning and development offer, with regular training and development tailored to your role, ambitions, and career stage.
- ✓ Apprenticeship pathways, supporting progression into new roles and qualifications while you work.
- ✓ Family friendly policies, including enhanced maternity, paternity, adoption, and parental leave.
- ✓ A collaborative working culture, enabling you to learn from colleagues across the Trust and share best practice.
- ✓ Staff recognition programmes celebrating excellence, dedication, and positive impact.
- ✓ Supportive, inclusive environments where wellbeing and belonging are prioritised.

Access to Reward Gateway which offers:

- A SmartSpending App, allowing for instant savings on everyday high street brands, including supermarkets.
- Cashback schemes.
- Employee Assistance Programme with 24/7 confidential access to trained counsellors.
- Salary sacrifice schemes including Cycle2Work and SmartTech.
- A wellbeing centre, offering workout videos, healthy recipes, guided meditations, and articles focused on mental, emotional, financial, and physical health.



GREAT BARRAGE HUB
The Great Barrage Hub is the world's largest and most advanced of its kind, offering a range of services to support the community and the environment.



Director of Primary Education

Location: Place Partnership Trust

Salary: L26 – L30

Start date: January 2027 or sooner

About the Role

Due to our growth, an exciting opportunity has arisen to join Place Partnership as Director of Primary Education. We are seeking to appoint an exceptional and highly credible leader with a strong track record in primary education to provide strategic leadership across our primary academies. Working closely with Principals, senior leaders and wider Trust colleagues, the postholder will drive school improvement and help secure the highest possible standards for our children and young people.

The Director of Primary Education will provide strategic oversight of educational standards across the Trust's primary phase, ensuring high-quality teaching, curriculum and assessment. The role will support and challenge academy leaders to deliver sustained improvement, with a particular focus on the key foundations of primary excellence, including early reading, phonics, writing and mathematics. Through rigorous monitoring, informed support and timely intervention, the postholder will ensure academies continue to improve and that strong outcomes are secured for all pupils, including disadvantaged pupils and those with SEND.

It is essential that the postholder is an outstanding people leader, able to guide, support and challenge senior academy colleagues with confidence and clarity. The Director of Primary Education will maximise the potential of staff across academies, developing leadership capacity, strengthening skills and knowledge, and embedding the Trust's values and behaviours as a consistent thread running through all aspects of school improvement. They will play a central role in fostering a culture of trust, collaboration and shared accountability, breaking down siloed working and enabling academies to benefit from stronger networks, shared expertise and increased access to resources.

Stakeholder engagement will be a key feature of the role. The successful candidate will build and maintain strong professional relationships with Principals, senior leaders, teachers, Governors, Trustees and external partners, ensuring open communication, shared understanding and collective ownership of improvement priorities. They will represent the Trust with credibility and professionalism, contribute to collaborative networks within and beyond the organisation, and work closely with colleagues at all levels to ensure that strategy is understood, implemented and translated into impact in classrooms.

The successful candidate will also demonstrate a strong commitment to their own ongoing professional development, engaging with current research and best practice to continually refine their expertise and inform their work. This role requires a highly visible and influential leader who can operate across academies with enthusiasm, integrity and purpose, modelling high professional standards and ensuring that all work remains firmly focused on improving the lives of children and young people.

This role will work across all primary academies within the Trust and fulfil a system leadership role.

About You

The successful candidate will be...

- An outstanding strategic educational leader, with substantial senior leadership experience in primary education and a strong track record of securing school improvement.
- Passionate about high-quality teaching and learning, with strong expertise in curriculum, assessment and the key drivers of success across the primary phase.
- Visible and influential, with the ability to build trust quickly and work effectively with Principals, senior leaders and wider academy teams.
- A confident leader of leaders, able to provide challenge, support and development that strengthens capacity, accountability and long-term sustainability.
- Committed to strong outcomes for all pupils, with a clear understanding of the importance of inclusion, equity and high expectations for disadvantaged pupils and those with SEND.
- Analytical and evidence-informed, able to evaluate performance, identify priorities and use data and professional insight to guide improvement.
- Collaborative and system-minded, with the ability to foster strong partnerships across academies and promote consistency while respecting each academy's unique identity.
- Calm, resilient and solutions-focused, with the ability to lead with clarity and purpose in complex or challenging situations.
- Values-led and professionally grounded, modelling integrity, optimism and an unwavering commitment to the wellbeing and success of children and young people.

About Place Partnership

This is an exciting opportunity to join a forward-thinking and ambitious organisation, driven by a genuine passion for the wellbeing, care and education of young people.

Place Partnership represents the voluntary merger of two strong and successful Trusts in South and West Yorkshire: Maltby Learning Trust, established in 2014, and Accord Multi Academy Trust, founded in 2016. Both organisations shared a clear ambition – to grow our families of schools, extend the impact of our work, and ensure more children, families and communities could benefit from high-quality education. We recognise that by coming together, we will create a larger organisation with greater capacity to deliver exceptional learning experiences, strengthen school improvement, and contribute more meaningfully to the wider education system. From 1 September 2026, we will comprise 12 academies, supporting children and young people from early years through to Post 16.

We treat people with care and compassion, building belonging, and hold high expectations because everyone matters. We recognise that our people are our greatest strength, and as such, we offer a comprehensive suite of benefits as part of our commitment to wellbeing and professional growth. For full details, please see our recruitment pack.

Further Information

Visits are warmly welcomed and can be arranged. For further details regarding this opportunity, for an informal discussion regarding the role or to arrange a visit, please do not hesitate to contact kparker@maltbylearningtrust.com.

Closing Date: Monday 29th June 2026 at 9am

Interviews are expected to take place on: during week commencing 29th June 2026 or week commencing 06th July 2026.

Place Partnership is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) check, further details of which can be found at www.gov.uk/disclosure-barring-service-check.

Place Partnership is committed to providing a culture of inclusion, respect and equity of opportunity that attracts, supports, and retains high quality colleagues from all backgrounds and across all job roles. Candidates will always be shortlisted based on the content of application against the job description and essential criteria without access to the personal details information.

Based on the quality and quantity of applications received, Place Partnership reserves the right to interview sooner than the specified dates above. Applicants will be notified of this where possible. Therefore, early applications are encouraged.

Role Description

Director of Primary Education

NJC Pay Range:	L26-L30
Responsible For:	Primary Principals
Responsible To:	Director of Education

Main Purpose of the Post

The Director of Primary Education will provide strategic leadership across a group of primary academies, ensuring high-quality provision and strong outcomes for all pupils. Working closely with Principals and senior leaders, the post holder will drive school improvement, develop leadership capacity, and ensure consistency of high standards across all settings.

The post holder will:

- Provide strategic oversight of educational standards, ensuring high-quality teaching, curriculum, and assessment across all primary academies.
- Support and challenge school leaders to drive sustained improvement and secure strong outcomes for all pupils.
- Develop leadership capacity across schools, ensuring effective succession planning and long-term sustainability.
- Ensure that each academy maintains its unique identity while aligning with Trust priorities and expectations.
- Work with the Directors of Education to provide a framework for research, collaboration, and professional development to support school improvement across the Trust.
- Reporting to the Trust Board on the quality of Primary education and the impact of school improvement activity.

Key Areas of Responsibility

Leadership and Management

- Provide strategic leadership across multiple primary schools, ensuring clarity of vision, direction, and high expectations.
- Line manage and support Principals, providing both challenge and support to drive improvement.
- Lead school improvement across academies, identifying priorities and ensuring effective implementation.
- Build strong, collaborative relationships across academies to share effective practice and develop collective capacity.
- Contribute towards development and delivery of the Trust's strategic plan, operational plan, Academy development plans, and Trust/Academy self-evaluation.
- Support Principals in ensuring that resources are deployed effectively to maximise educational impact and improve outcomes for pupils.

Curriculum, Teaching and Learning

- Ensure consistently high-quality teaching across all academies.
- Promote effective curriculum design and implementation across all primary phases.
- Ensure strong practice in key areas such as early reading, phonics, writing and mathematics.
- Support leaders to monitor and improve the quality of teaching and learning.
- Promote excellence in curriculum adaptation, ensuring that disadvantaged pupils and pupils with SEND can access the full curriculum successfully.

Outcomes and Inclusion

- Ensure strong outcomes for all pupils, including disadvantaged pupils and those with SEND.
- Promote inclusive practice and ensure all pupils have access to a high-quality education.
- Monitor performance across academies and ensure timely intervention where required.
- Ensure robust systems for the analysis and use of performance data, enabling leaders to identify trends, evaluate impact and take timely action to improve outcomes.

Developing Self and Working with Others

- Demonstrate a commitment to ongoing professional development, engaging with research and best practice to continually refine their own expertise.
- Build strong, professional relationships across academies, fostering a culture of trust, collaboration, and shared responsibility for improvement.
- Work effectively with a wide range of stakeholders, including Principals, senior leaders, subject leaders, and teachers, to support collective understanding and consistent practice.
- Contribute to and learn from collaborative networks across the Trust, sharing effective practice and drawing on the strengths of others.
- Represent the Trust within local, regional, and national education networks, identifying opportunities to strengthen provision and improve outcomes for pupils.
- Model professionalism, integrity, and a positive, solutions-focused approach, supporting others to engage constructively with change and development.

General Professional Duties

- To undertake any other duty as specified by the School Teachers' Pay and Conditions Document not mentioned in the above.
- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in the job description.
- Maintain high professional standards.
- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality, reporting all concerns to an appropriate person.

Other Considerations Relevant to the Role

All Trust leaders will be required to work across academies within the Trust and fulfil a system leadership role in supporting other academies by agreement with the Director of Education/Principal.

This Role Description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and pursuit of the 'National Standards of Excellence for Headteachers' (2015) underpins this role.

The aim of the Role Description is to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility. This is an outline Role Description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any lesser duties as directed by the Director of Education.

Role Description

Supplementary Information

NJC Pay Range:	L26-L30
----------------	---------

Standards and Expectations

- Be an excellent role model, exemplifying high personal and professional standards and promoting high expectations for all members of the Trust.
- Be highly visible, proactive and approachable presence to pupils, staff, and other stakeholders across the Trust and at Academy/Trust events and activities while sustaining the specific demands for the role.
- Be proactive, strategically plan and establish professional networks that will support and enhance the work of the Trust.
- Sustain wide, current knowledge and understanding of education and relevant business systems and processes locally and nationally and pursue continuous professional development.
- Maintain and operate in the 'bigger picture' view of the Trust securing the connectivity/implications of the change and challenge across the spectrum of Academy operation.
- Celebrate success at every opportunity and implement ambitious strategies for continuous improvement while proactively challenging underperforming at all levels.
- Have high expectations against external benchmarks, engaging in systematic quality assurance, preparing for inspection, self-evaluation and improvement planning for all aspects of Academy life as well as specific areas of individual responsibility.
- Take responsibility for promoting and safeguarding the welfare of children, young people, and adults within the organisation.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards young people, professionals, parents, governors, and members of the local community.
- Regularly review own practice, set personal targets, and take responsibility for own personal development.

Securing Policies and Compliance

- To keep abreast of statutory and regulatory guidelines within the area of responsibility and ensure leaders are kept up to date so that systems and processes secure compliance.
- To contribute to policy formulation and strategic direction of the service area/area responsibility.
- To promote and safeguard the welfare of pupils and other adults within the Trust by adhering to all statutory and associated workplace policies.
- To ensure compliance through highly effective quality assurance and forensic valuation.
- To report and advise on any matter that may place the brand and reputation at risk.

Leading People and Managing Performance

- To lead and develop staff within the team to deliver high quality performance, ensuring that effective performance management arrangements are in place.
- To ensure that teams have clear structure, roles and responsibilities and work in an integrated way.
- To take responsibility for line managing specific individuals and teams, being accountable for their performance and ensuring that they meet the overall standards expected by the Trust.
- To lead, plan, co-ordinate and manage the work of the team, including development of their skills/knowledge and maximising the potential of all staff through professional support and challenge.
- To provide effective leadership and operational management of the teams and functions, ensuring that staff adopt the values and expected behaviours.
- To ensure that Leaders receive high quality advice and guidance emanating from area of work/responsibility.

- To actively manage own performance and that of others, participating in the Trust's appraisal process as Appraiser and Appraisee.

Engagement with Stakeholders

- To build and maintain effective professional relationships with relevant external stakeholders and service user groups.
- To lead and contribute to the development and delivery of staff and leader training and support across the Academy/Trust.
- To secure and actively engage with professional networks and collaborative arrangements with outside agencies and professional bodies associated with the area of responsibility.
- To provide reports and updates to Leaders, Trustees and Governors in relation to area of responsibility.
- To set clear standards for and expectations of communication with parents/carers and other key stakeholders ensuring follow up is timely, effective, and appropriate.
- To work collaboratively with others to deliver added value to the Academy and Trust.
- To understand the changing community and ensure stakeholder satisfaction.
- To represent the Trust within external forums, creating opportunities to enhance the profile of Place Partnership, acting as a strong and effective influencing voice in those partnerships.

This supplementary information forms part of the role description and should be used alongside the role specific information

Place Partnership is committed to safeguarding the welfare of children and expect all staff to share this commitment.

Person Specification

Director of Primary Education

	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> Degree or equivalent. Qualified Teacher Status. Excellent understanding of effective teaching, curriculum, and assessment in a primary context. Strong understanding of safeguarding and inclusion. 	<ul style="list-style-type: none"> NPQH / NPQEL or equivalent leadership qualification.
Experience, Knowledge and Understanding	<ul style="list-style-type: none"> Proven track record of successful leadership within a primary school. Experience of improving outcomes and raising standards across a school or phase. Experience of developing and leading others, including senior leaders. Strong understanding of curriculum development and implementation in primary settings. Experience of using assessment effectively to inform teaching and improve outcomes. Ability to evaluate provision and drive improvement. 	<ul style="list-style-type: none"> Experience of working across more than one school or within a Multi-Academy Trust. Experience of leading school improvement across multiple settings.
Skills and Attitude	<ul style="list-style-type: none"> Ability to lead and influence across multiple schools. Ability to build strong relationships and develop leadership capacity. Commitment to collaboration and shared practice across the Trust. 	<ul style="list-style-type: none"> Experience of executive or system leadership. Experience of leading trust-wide initiatives or improvement strategies.
Personal Qualities and Attributes	<ul style="list-style-type: none"> A proactive and strategic approach to leadership. Ability to prioritise effectively and manage competing demands. Strong problem-solving skills. 	
Commitment	<ul style="list-style-type: none"> A clear commitment to delivering a high-quality, ambitious, and inclusive education for all pupils. A strong belief in collaboration and working across schools to improve outcomes. Commitment to developing others and building leadership capacity. A clear moral purpose focused on improving life chances for all pupils. 	
Attendance	<ul style="list-style-type: none"> A good attendance record in current employment, (not including absences due to disability). 	

**The postholder is required to ensure they have the appropriate business insurance to meet the requirements of the post.*



This role is part of Place Partnership, which will be formed on 1 September 2026 from the existing legal entity of Maltby Learning Trust (MLT). Appointments that are scheduled to start before 1 September 2026 will be contracted to MLT as the legal entity, which will then become Place Partnership at the point that the merger is finalised.

Please visit our websites for further information and how to apply.



t. 01924 668936 **w.** accordmat.org/join-our-team/our-vacancies
Storrs Hill Road, Ossett
West Yorkshire WF5 0DG



t. 01709 288 090 **w.** maltbylearningtrust.com/vacancies
Maltby Grammar Business Hub,
Braithwell Road, Maltby, Rotherham S66 8AA