



Transforming lives

CHILD CENTRED | ADAPTIVE TO NEED | AUTHENTIC RELATIONSHIPS

REGIONAL DIRECTOR FOR SCHOOL IMPROVEMENT

Working across The YES Trust North East region

L26 - L32

£95,734 - £110,891*

(September pay award pending)

Closing Date: 10 September 2026

Stage 1 Interviews: TBC between 14 and 18 September 2026

Stage 2 Interviews: 21-22 September 2026

Full or Part time working considered

35 days plus bank holidays

Teacher Pension Scheme

Transforming Lives Through Exceptional Educational Leadership

As a growing specialist multi-academy trust, The Youth Engagement Schools (YES) Trust brings together a diverse family of alternative provision and specialist schools, united by a shared commitment to transforming the lives of children and young people. Our schools are built on child-centred education, authentic relationships and an unwavering belief in every learner's potential. Across the Trust, highly skilled professionals bring deep expertise in trauma-informed practice, relational approaches, SEND, inclusion and personalised learning.

As we continue to expand our national footprint, we are strengthening our regional hub model, bringing together schools through shared expertise, strong local partnerships and collective leadership. Aligned to the DfE's regional structure, our hubs combine local identity with the consistency, quality and collaboration that define the YES Trust.

To support this exciting next phase of our journey, we are seeking an exceptional educational leader to join us as Regional Director for School Improvement.

This is a rare opportunity to shape educational excellence across a region within an ambitious and growing national Trust. As one of our Regional Directors, you will play a pivotal role in strengthening leadership, driving sustainable school improvement and ensuring every child benefits from the highest quality education.

This role is not about imposing change or applying standardised solutions. Our schools already benefit from strong leadership, committed staff and established cultures of improvement. Instead, it is an opportunity to deepen leadership capacity across the Trust, building on existing strengths through strategic oversight, thoughtful challenge and evidence-informed support.

Reporting to the Director of Education, you will act as the Trust's strategic school improvement partner across your region. Working alongside Executive Headteachers and Headteachers, you will evaluate effectiveness, identify priorities, facilitate the right support and provide constructive challenge to secure meaningful and sustainable improvement. Through rigorous quality assurance, evidence-informed evaluation and a relentless focus on holistic outcomes, you will help every school continue to grow and thrive.

What makes the YES Trust distinctive is our recognition that specialist education is deeply contextual. While our schools are united by shared values and high expectations, we know that communities, cohorts and individual learners are different. We trust our leaders to respond to these differences while remaining aligned to the Trust's vision. This role requires someone who can recognise

excellence in different forms, exercise sound professional judgement and work collaboratively across a wide range of specialist settings.

We are looking for an accomplished educational leader with a proven track record of securing school improvement and improving outcomes for children and young people. You may be an experienced Headteacher, Executive Headteacher, senior Trust leader, serving Ofsted Inspector, or an experienced system leader seeking the opportunity to influence educational excellence at greater scale. You will bring substantial expertise in school improvement, curriculum leadership and educational evaluation, together with the credibility to work alongside senior leaders across Alternative Provision, SEMH and specialist education. Above all, you will combine strategic thinking, professional curiosity and sound judgement with an unwavering commitment to improving the life chances of vulnerable children and young people.

Joining the YES Trust means becoming part of a values-led organisation with a clear moral purpose and bold ambitions for the future. As we continue to grow nationally, this role offers a unique opportunity to shape leadership across the Trust, influence educational excellence beyond a single school and help build a legacy that will benefit children, families and communities for years to come.

If you are inspired by the opportunity to shape educational excellence across a region, strengthen leadership at scale and help transform lives, we would be delighted to hear from you.

Our Trust

Together, we have developed a growing family of schools which makes a difference for children and young people. As we continue to set and raise the bar in all the work we undertake, we are keen to maintain our national recognition as one of the highest achieving alternative provision and SEN multi-academy trusts in the country.

Our ability to make that difference rests on our vision and our core values which include an absolute belief in the importance of collaboration and mutual support, and on our recognition of the trust as a family of schools in which colleagues are equally valued. We unashamedly use words like "kindness" and "compassion" in our values.

We want to continue this further, and to become the employer of choice for teaching and support staff across the region.

A handwritten signature in dark ink, appearing to read 'N. Brindle', with a stylized flourish underneath.

Nic Brindle, CEO

We are an employer of choice for teaching and support staff

Anna (teacher)

I love working at The Axis Academy. Staff and pupils are a family, supporting each other, and celebrating successes. Lives are without doubt, transformed because of the Yes Trust.

Rhiannon (teacher)

Coming from a mainstream background I was nervous but excited for the opportunity to truly support students and families. I can truly say that applying was one of the best things I have done. Not only are the children at the forefront of the school, but I feel staff are really listened to and supported.

In addition to a rewarding and meaningful career, we offer:

- Access to high-quality CPD and professional qualifications
- Flexible and supportive working arrangements
- Teacher Pension Scheme
- Employee wellbeing support and counselling services
- Perkbox benefits platform
- Car salary sacrifice scheme
- Electric car charging points
- Cycle to work scheme
- Free parking
- The opportunity to work alongside exceptional leaders in a growing Trust with a genuine focus on people development and culture

Flexible Working

We recognise that attracting and retaining the highest quality candidates means offering a flexible working environment. We consider a variety of flexible arrangements, including part-time roles, job-sharing, flexible start and finish times, and hybrid opportunities where appropriate. By adopting a flexible approach, we empower our staff to bring their best selves to work every day, fostering creativity, commitment, and resilience. Our teams remain diverse, motivated, and aligned with our vision of transforming children's lives through world-changing education. We believe that by investing in the wellbeing and professional fulfilment of our staff, we are also investing in the futures of the communities we serve.

Candidates are encouraged to discuss flexible working from recruitment onwards, in line with the statutory "day one right" principle, and ensuring equal opportunities for all groups of prospective employees

Mission statement

We are:

- Child centred
- Adaptive and sensitive to need
- Authentic in our relationships (our core values)

We strive for:

- Solution-focused mindsets
- A climate of reflection and feedback
- Intrinsic motivation
- Continual improvement
- A culture of collaboration

Our minimum expectations of our staff are:

- Belief in our core values
- Professional conduct at all times
- Appropriate communication
- Ability to follow direction
- Kindness and compassion
- Flexibility and adaptability

HOW TO APPLY

We are proud of our Trust. We encourage all applicants to view our website, visit our schools or contact us informally. Opportunities for Visits to our trust schools can be made by appointment for 7-10 September 2026. To arrange this please contact hr@theyestrust.org.

Please complete the Youth Engagement Schools Trust application form via Every Portal (link below)
<https://candidates.every.education/Vacancies/Details?advertKey=e4cb5408-2f58-4918-be70-3e0f467c13d7>

Within the advert you will be asked to address the items listed on the attached Person Specification & Assessment Criteria. Please keep this letter brief and to the point (maximum 2 pages).

CVs cannot be accepted, so please do not send in, or refer to one

The deadline for applications is:

Timeline for Assessment and Selection Process	
Closing date for applications	10 September 2026
Opportunities for an informal discussion with the Director of People	To be arranged via email above
Interviews	Stage 1 Interviews: TBC between 14 and 18 September 2026 Stage 2 Interviews: 21-22 September 2026



Job Description

Regional Director for School Improvement North East

Salary: Leadership scale L26 - L32 (September pay award pending)

Holiday: 35 days + bank holidays

Location: Working across The YES Trust North East Region

Contract: Full or Part time working considered

School Improvement

- Implement the Trust School Improvement Strategy across designated schools within the hub.
- Work alongside Executive Headteachers and Headteachers to drive sustained school improvement and educational excellence.
- Support schools in developing, implementing, and evaluating robust School Development Plans (SDPs).
- Ensure School Development Plans are aligned to Trust priorities, quality assurance findings, and pupil outcomes.
- Quality assure the accuracy, rigour, and impact of each school Self Evaluation Framework (SEF).
- Ensure self-evaluation is evidence-based and accurately reflects school performance.
- Monitor progress against improvement priorities and agreed milestones.
- Lead targeted support and intervention where accelerated improvement is required.

Quality Assurance and Standards

- Lead a programme of review visits, learning walks, deep dives, safeguarding reviews, and thematic evaluations.
- Evaluate the effectiveness of leadership, quality of education, behaviour for learning, attendance, safeguarding, and preparation for adulthood.
- Ensure schools operate in line with Trust expectations and statutory responsibilities.
- Produce evaluation reports identifying strengths, risks, and priorities for improvement.
- Provide regular assurance reports to the Director of Education and Board of Trustees, as required.

Evidence, Data and Evaluation

- Promote a culture where improvement activity is informed by robust evidence and measurable impact.
- Analyse outcomes, progress, attendance, behaviour for learning, safeguarding, and destination data.

- Use data to identify trends, priorities, and areas of risk.
- Ensure data is considered alongside professional judgement and qualitative evidence.
- Champion triangulation through performance data, direct observation, stakeholder voice, and school documentation.
- Support leaders in developing accurate evaluation processes and evidence-informed improvement planning.

Leadership Challenge and Support

- Act as the primary school improvement partner for Executive Headteachers and designated Headteachers within the hub.
- Provide professional challenge, support, and accountability.
- Facilitate regular review meetings focused on performance and outcomes.
- Support succession planning and leadership development.
- Review effectiveness of leadership development and capability, identifying strengths, areas for development, and facilitating access to appropriate support.

Ofsted Readiness and Inspection Excellence

- Maintain expert and current knowledge of the Ofsted Education Inspection Framework.
- Lead inspection readiness activity across the region.
- Conduct inspection preparation reviews and support schools in evaluating readiness.
- Support leaders in evidencing impact through robust SEFs and SDPs.
- Monitor progress against recommendations arising from inspections and reviews.
- Promote continuous improvement rather than event-based inspection preparation.

Educational Excellence

- Champion ambitious and appropriately personalised curricula.
- Support strong outcomes, personal development, and preparation for adulthood.
- Promote evidence-informed teaching, learning, and assessment.
- Maintain high expectations and inclusive practice across all schools.

Collaboration and System Leadership

- Foster collaboration between hub schools, services, and professional networks.
- Facilitate sharing of effective practice and innovation.
- Work closely with other Regional Directors to ensure consistency of standards, expectations, and practice across hubs.
- Contribute to cross-regional reviews, moderation, and quality assurance activities.
- Support Trust-wide improvement priorities and strategic initiatives.

Reporting and Accountability

- Report regularly to the Director of Education on standards, risks, and impact.
- Maintain oversight of school performance across the regional portfolio.
- Escalate concerns relating to safeguarding, educational standards, leadership capacity, or compliance.
- Contribute to reporting for executive leaders, committees, and trustees.
- Demonstrate measurable impact through robust evaluation and evidence.

	• Experience of developing leadership capacity through coaching, mentoring and succession planning. • Strong stakeholder management and collaborative working with governors, trustees and executive leaders.		
Knowledge and Understanding	• Deep understanding of effective school improvement methodologies. • Expert knowledge of the Ofsted Education Inspection Framework and accountability landscape. • Secure understanding of curriculum leadership, teaching, learning and assessment. • Strong understanding of SEND, inclusion and vulnerable learner provision. • Understanding of safeguarding responsibilities and the role of leaders in establishing safeguarding cultures. • Knowledge of current educational policy, legislation and national priorities. • Understanding of effective leadership development and workforce planning. • Understanding of data analysis, performance measures and evaluation methodologies	• Knowledge of Alternative Provision and specialist settings. • Knowledge of Trust growth, structural development and organisational design. •	Application / Interview / Presentation
Strategic leadership and school improvement	• The ability to think strategically whilst maintaining a relentless focus on improving the lived experiences of children and young people. • The ability to identify strengths, risks and priorities quickly and accurately. • The ability to translate evidence and analysis into practical improvement strategies. • The ability to balance support and challenge appropriately. • Strong judgement and decision-making in complex situations.		Interview / Presentation / Assessment Activities

	• A consistent focus on impact and measurable outcomes. • The ability to lead improvement across diverse schools and communities.		
Leadership behaviours and personal qualities	• Demonstrate a visible commitment to the Trust's mission of Transforming Lives. • Place children and young people at the centre of decision making. • Build authentic, trusting and productive relationships. • Be adaptive, responsive and solution focused. • Demonstrate kindness, compassion and empathy while maintaining high expectations. • Lead with integrity and model the Nolan Principles of Public Life. • Be resilient, reflective and emotionally intelligent. • Demonstrate courage when providing professional challenge. • Inspire confidence and credibility through their actions and communication. • Thrive in a collaborative environment and actively contribute to collective success. • Demonstrate humility and willingness to learn. • Remain calm under pressure and able to navigate ambiguity and complexity. • Demonstrate flexibility and adaptability in a rapidly evolving organisation.		Interview / Presentation / Assessment Activities
Communication and Influencing	• Exceptional communication skills with the ability to engage diverse audiences. • Ability to present complex information clearly and persuasively. • Ability to influence senior leaders through evidence, professional judgement and relationship building.	• Strong facilitation and coaching skills.	

	• Ability to challenge appropriately while maintaining positive professional relationships. • Ability to inspire, motivate and empower others.		
Working with others	• Ability to work collaboratively across academies, services, and with external partners. • Ability to foster productive professional networks. • Ability to build trust quickly across different contexts and stakeholder groups. • Commitment to developing inclusive cultures where colleagues feel valued, supported and challenged.	• Ability to contribute to wider system leadership beyond the Trust.	Interview / Assessment Activities / References
Other requirements	• Commitment to safeguarding and promoting the welfare of children and young people. • Commitment to equality, diversity and inclusion. • Enhanced DBS clearance and all safer recruitment requirements. • Ability to travel regularly across Trust schools and partner organisations. • Ability to work flexibly according to organisational need. • Commitment to ongoing professional learning and development.		Application / Interview

The successful candidate would be expected to maintain a well-organised, creative, safe and friendly environment for living and learning and hence enhance the ethos of the school. Candidates are asked to address as many of the person specifications as possible in their application.

The Youth Engagement Schools Trust (YES TRUST) Safer Recruitment Policy Statement

The safe recruitment of staff in the YES Trust is the first step in the effective safeguarding and promotion of welfare for our children. The YES Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, and other workers in the YES Trust to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

The YES Trust recognises the value of, and seeks to achieve a diverse workforce which includes people from diverse backgrounds, with different skills and abilities. The YES Trust is committed to ensuring that the recruitment and selection of all who work within The YES Trust is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The YES Trust will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion, or creed.

The YES Trust will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The YES Trust will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The YES Trust will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to The YES Trust.

The following pre-employment checks will be required:

- receipt of at least two satisfactory references as well as verification of the candidate's identity and a satisfactory Enhanced DBS check
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. QTS status (unless properly exempt)

- the production of evidence of the right to work in the UK
- for teaching posts, verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

NB It is illegal for anyone who is barred from working with children to apply for, or work in our YES Trust in any voluntary or paid capacity.

*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The YES Trust will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

The YES Trust maintains a single central record of recruitment and vetting checks, in line with the statutory requirements.

The YES Trust requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.

All posts within the YES Trust are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Disclosure & Barring Service Certificate.

The YES Trust is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature, and circumstances of the offence(s). The YES Trust's Recruitment (pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The DBS has published a Code of Practice and accompanying explanatory guide. The YES Trust is committed to ensuring that it meets the requirements of the DBS in relation to the processing, handling, and security of Disclosure information. A copy of the YES Trust's draft Safer Recruitment Policy & Procedures is available on request.