

# ROLE SPECIFICATION

Regional Director (London)



# LEADING A REGION WITH PURPOSE

Are you an exceptional and inspirational leader with the clarity of educational vision and certainty of moral purpose to transform the lives of over 5,000 primary children?

**Then this job is probably not for you...**



We prefer a little more nuance. If, on the other hand, you know that:

- there is no silver bullet and very few short cuts in education
- success has many faces
- doubt trumps certainty
- the quality of an education system cannot exceed the quality of its teachers
- values should be lived not just laminated
- progress is as much about keeping people going and stopping them from giving up as it is about enthusing and inspiring them

If you are disinterested in the shiny baubles and accolades of 'exceptional' and 'outstanding' but instead fascinated by the slow, solid and incremental work of building a system that knows all of its children and all of its teachers... we should talk.

# LEADING A REGION WITH PURPOSE

## Why we are a different type of employer

Most adverts list countless competencies you must have. We prefer to be clear about who we aren't looking for, to ensure we find the person who actually adds to our culture.

We are NOT looking for:	We ARE looking for:
A "First 100 Days" glossy manifesto.	Someone who listens for as many days as necessary, so that when they advise headteachers they show that they know and share their challenges.
A turnaround specialist who thrives on "high-octane" chaos.	Someone who provides the psychological security to foster teamwork
A leader who manages by spreadsheet and "red-rated" metrics.	Someone who understands that the data is the start of the conversation, not the end.
Someone looking for a stepping stone to a national platform.	Someone so fascinated by the mechanics of the 10 London schools they serve that they could spend the next decade working with them.

## Lived values, not laminated ones

We believe that the most important thing we can do for our 5,000 children in London is to look after the people who teach them. For us, "psychological security" isn't a buzzword; it's our operating system.

In this role, you won't be expected to perform "certainty" when things are difficult. You will be expected to possess the quiet purpose that can convince skeptical school leaders that **if they look out for their children, you will look out for them.**

# LEADING A REGION WITH PURPOSE

## Can you...

- ✓ Build strong, trusting relationships with school leaders, taking time to understand their context before offering advice.
- ✓ Balance support and challenge, knowing when each is needed.
- ✓ Shape a shared sense of purpose across schools, not just within one.
- ✓ Use data as the starting point for conversation, not the end.
- ✓ Identify where support is needed and connect schools to the right expertise across the Trust.
- ✓ Think beyond individual schools, acting in the interests of all children across the region.
- ✓ Work collaboratively with colleagues, partners and communities to improve outcomes over time.

## Do you...

- ✓ Take time to understand the schools and people you work with.
- ✓ Value steady, incremental improvement over quick fixes.
- ✓ Create psychological safety so leaders and teams do their best work.
- ✓ Stay curious, challenging your own thinking as well as others.
- ✓ Lead with integrity, fairness and respect.
- ✓ Build capacity in others, not dependency.
- ✓ Care deeply about improving outcomes for children, recognising it starts with supporting the adults around them.

We aren't interested in a generic cover letter that tells us how "passionate" you are about education. We assume that already. Rather than spend the weekend getting AI to polish your CV in line with our person specification, send us a brief email in response to either of the prompts below (or if you're feeling really brave draw us a cartoon)

1. What do you see as the main challenges to primary schools in London over the next decade and how can we grow the school leaders able to best rise to this?
2. How have you previously provided "psychological security" to a team under stress during a period of slow, incremental improvement?

**No need for a 20-page application form. Just the start of a conversation. Register for the role and get in touch [here](#).**

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# WHO WE ARE

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The Elliot Foundation is a charitable multi-academy trust specialising in primary academies.

Our mission is simple: to improve the lives of children through great schools and strong communities.

We are a group of people with a wealth of experience brought together by a passion for giving children the best start in life. We believe in openness and transparency in all things.

## MEET THE TEAM



# OUR VALUES

The Elliot Foundation lives by our values (see below). We're transparent, open, and kind, and we aim to make a difference to the lives of each one of our pupils. In line with our tradition of enabling children and promoting student leadership, the logos for all our values were designed by our pupils.



## Put children first

- We trust and value your professionalism
- We share the responsibility for the learning and welfare of all of our children
- Our purpose is to improve the lives of children



## Be safe

- Don't assume that someone else will do it
- Look after yourself, your colleagues and all children
- We are all responsible for each other's safety and well being
- Discuss any concerns with an appropriate member of staff



## Be kind & respect all

- People are allowed to be different, as are you
- Kindness creates the positive environment we all need to flourish
- Kindness and respect should extend to ourselves as well as others

# OUR VALUES



## Be open

- If you can see a better way, suggest it
- If someone else suggests a better way to you, consider it
- Nurture innovators and support those who take informed risks in the interests of children



## Forgive

- We all make mistakes
- Admit them, learn from them, and move on



## Make a difference

- Making the world a better place starts with you
- Model the behaviour you would like to see from others



# OUR OPERATING PRINCIPLES

Strong principles - aligned with our Vision and Values - shape the relationship between the Trust and our schools. These principles guide how we work together and how decisions are made across the organisation.



## **Subsidiarity**

Where decisions are best made at school level, they should remain there. Principals are responsible for the management of staff, finances, buildings and resources within their academies. The Trust will intervene only where there is clear benefit, a legal obligation, or where doing so significantly reduces risk.



## **One Trust, many children**

All schools are part of a single Trust community. Leaders are encouraged to look beyond their own school and consider what will benefit all children across the Trust.



## **Minimal change**

When schools join the Trust, we aim to preserve what is already working well. Our expectations are straightforward: schools adopt the Trust's core systems (finance, HR & payroll, safeguarding and MIS) and adhere to the Trust's Scheme of Delegation and central policies.



## **Not a local education authority**

The Elliot Foundation is not designed to replicate a local authority model. The pattern of support provided to schools will vary between regions and between individual academies depending on need.



## **Partnership working**

TEFAT colleagues work closely with Principals, staff and community councillors to develop the right balance of support, challenge and monitoring for each academy.



## **Presumption of support**

There is no distinction between the Trust and its academies. When challenges arise, schools should assume the Trust will work alongside them to find solutions, within the limits of available resources and with consideration for the wider Trust community.

# OUR SCHOOLS

Since the beginning of 2025, our family has grown to 36 thriving primary schools in the West Midlands, East Anglia and London. Valley Primary (Solihull), Peterbrook Primary (Solihull) and Rowley Hall (Sandwell) have joined us, taking the number of pupils in the Trust to over 15,500 and the number of staff to over 2,000. Our continued growth has enabled us to continue to invest in expertise to support all of our schools.

Each school is part of its local community and reflects its own unique context, while benefiting from the support, collaboration and professional development opportunities that come from being part of the wider Trust.

## West Midlands schools



## East Anglia schools



## London schools

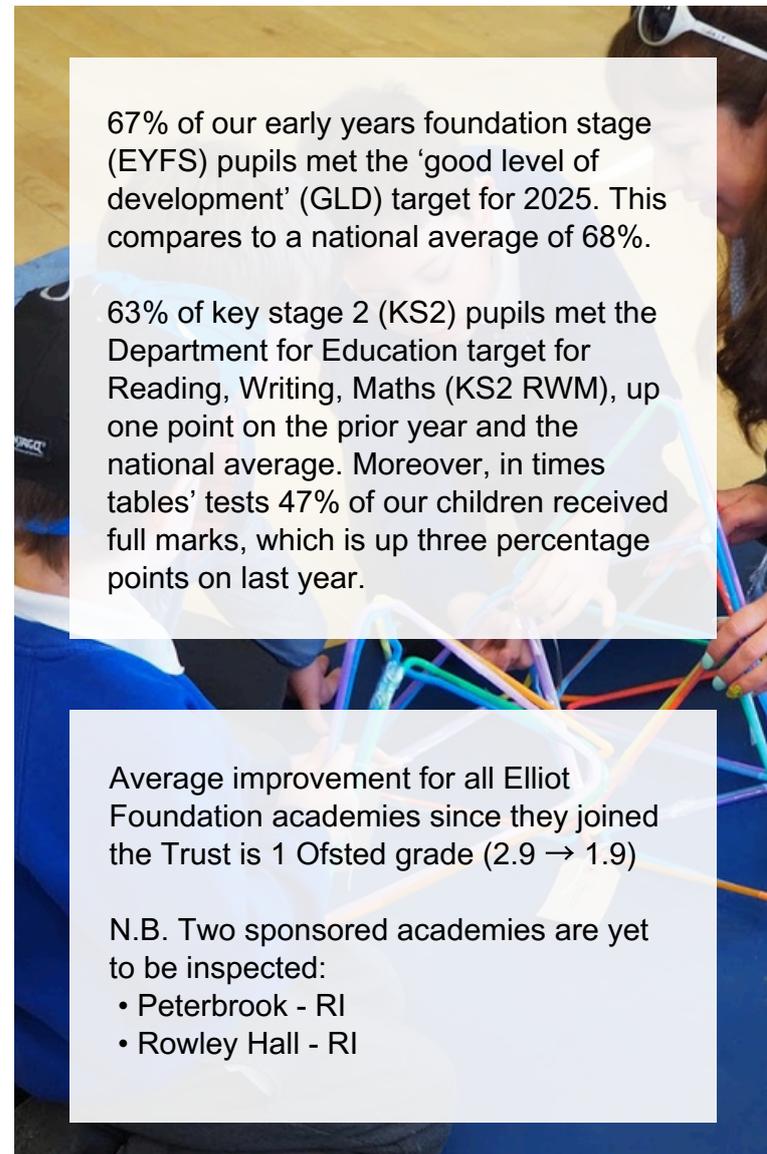
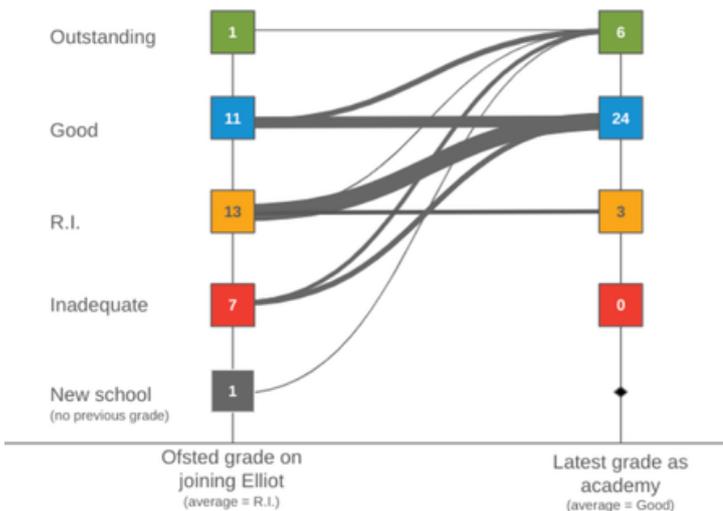
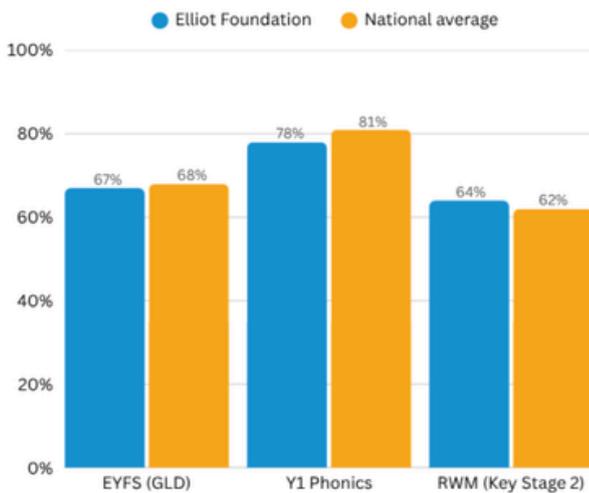


# OUR IMPACT

Our schools, and pupils, have shown clear progress since joining the Trust. As of March 2026, the Elliot Foundation has 36 schools. At the point of joining, eighteen of these schools were sponsored academies, eleven were converters, three novated and one is a basic need new school.

Before our schools joined us, most were graded as 'Requires Improvement' or 'Inadequate' by Ofsted. Today, 91% of our schools are rated as 'Good' or 'Outstanding' by Ofsted.

## RWM & phonics (2025)



67% of our early years foundation stage (EYFS) pupils met the 'good level of development' (GLD) target for 2025. This compares to a national average of 68%.

63% of key stage 2 (KS2) pupils met the Department for Education target for Reading, Writing, Maths (KS2 RWM), up one point on the prior year and the national average. Moreover, in times tables' tests 47% of our children received full marks, which is up three percentage points on last year.

Average improvement for all Elliot Foundation academies since they joined the Trust is 1 Ofsted grade (2.9 → 1.9)

N.B. Two sponsored academies are yet to be inspected:

- Peterbrook - RI
- Rowley Hall - RI

# OUR COMMUNITY IMPACT

The Elliot Foundation's schools sit at the heart of their communities and work closely with families to support children beyond the classroom.

Through the Trust's Community Box Programme, schools distribute more than 34,000 boxes of essential food, hygiene and household items each year to families most in need - support valued at over £1.2 million annually. Since the programme began, more than 120,000 boxes have been delivered across Trust communities.

This work is made possible through partnerships with charitable organisations including FareShare UK, The Felix Project and Flexi Project, alongside a range of local community groups.

Schools also respond to specific local needs. For example, through partnerships with initiatives such as Wrap Up London and Cosy Coats, the Trust recently provided 690 winter coats to children across its schools.



Lockdown has been isolating, so coming here on a Friday has allowed us to see people and collect our boxes. It gives us a stock of fruits and vegetables, and if something drastic happens tomorrow morning, I know that I have got someone to help me - even with the basics.

- Parent

# TEAM STRUCTURE

Regional Directors are the bridge between schools and the wider Trust. Working closely with Principals, they provide the support, challenge and strategic oversight needed to drive improvement and deliver strong outcomes for pupils.

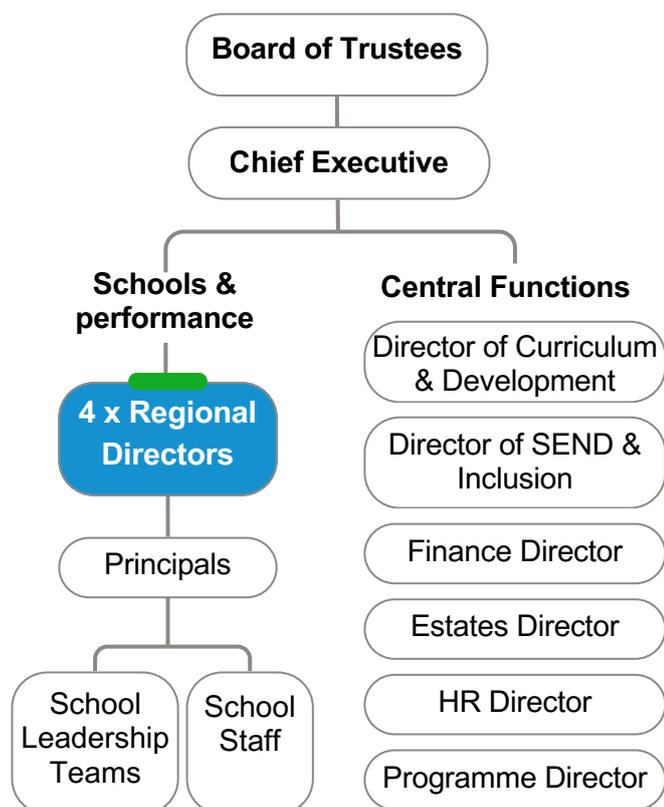
Principals report to their Regional Director, who in turn reports to the Chief Executive. Regional Directors also connect schools into the Trust's central expertise, ensuring leaders have access to the right support at the right time.

This model combines strong school leadership with regional oversight and specialist input.

Principals lead their schools day-to-day, while Regional Directors bring the perspective, consistency and challenge that help leaders succeed.

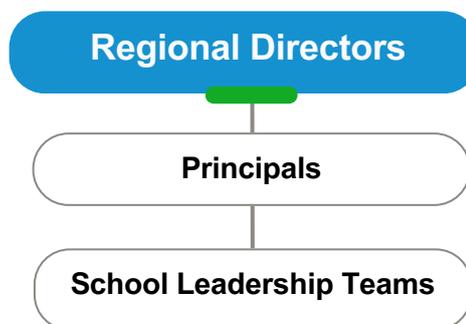
## Trust leadership structure

Regional Directors lead and support schools across their regions.



## Support around schools

Central Trust teams provide specialist support to schools and Regional Directors.



Supported by:

- SEND Leads
- School Improvement / Progress Partners
- Finance Business Partner
- HR Business Partner
- Estates & Compliance
- Governance Support
- Safeguarding Support

# WE SUPPORT YOU



## **Educational Support**

Senior Leadership Teams are supported by the Regional Director, and the Regional Innovation Lead. Together they provide support, challenge and strategic guidance to strengthen school improvement, drawing on wider Trust expertise across curriculum, SEND and school improvement networks.



## **Legal and Governance**

The Trust provides day-to-day support to schools on legal matters, governance, policy, admissions, complaints, GDPR, SEND and other statutory responsibilities, ensuring that schools remain compliant while leaders can focus on education and improvement.



## **Finance Support**

Specialist finance teams support school leaders with management accounting, financial analysis, budgeting, forecasting and statutory reporting. Head Office and regional colleagues work alongside schools to ensure strong financial management and sustainability.



## **HR Support**

Schools are supported by a central HR team alongside a designated HR Business Partner who provides strategic guidance on workforce planning, organisational development and complex HR matters. Payroll and core HR systems are managed centrally, enabling schools to focus on leadership and delivery.



## **Estates Management**

Specialist estates support helps schools manage buildings and infrastructure while maintaining compliance with health and safety requirements. This includes capital planning, asset management and project delivery to ensure safe and effective learning environments.



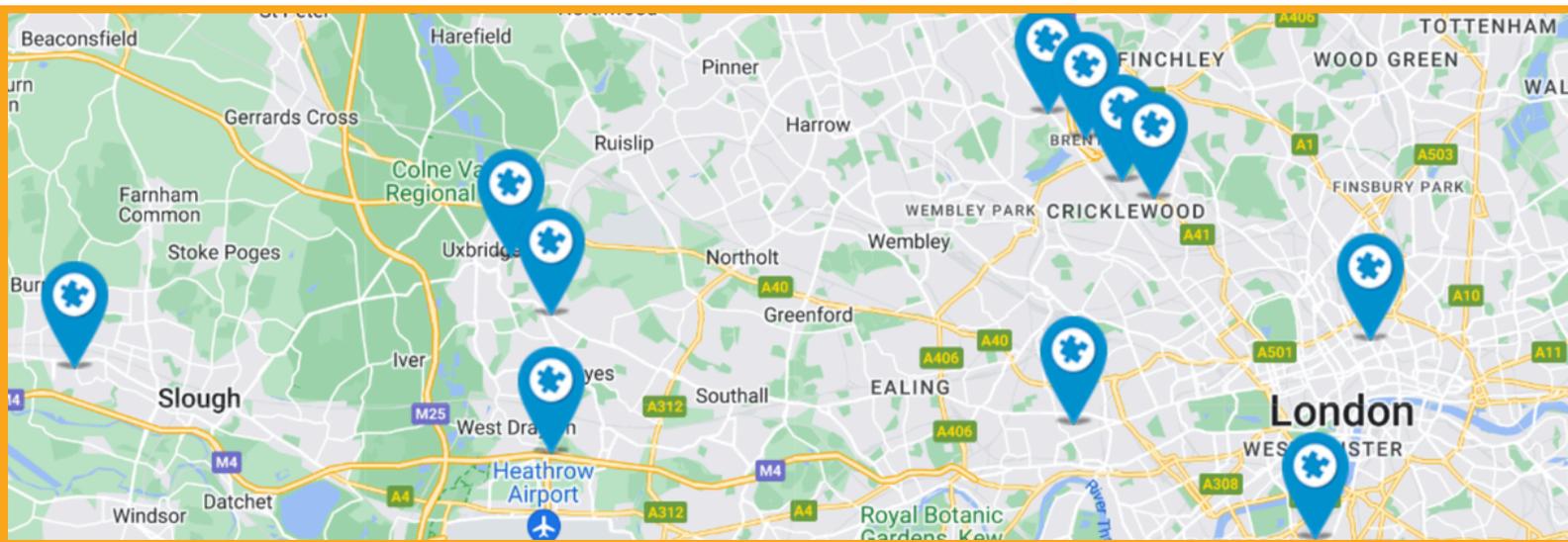
## **Programme and Projects Support**

A Programme Director leads strategic projects that support organisational development and help the Trust operate effectively as it continues to grow.

# OUR LONDON REGION

## 10 schools | 5,000 pupils | West & North London

The London region includes ten primary schools serving over 5,000 pupils across West and North London. [View the interactive school map online.](#)



Caption: Location of TEFAT schools across the London region

### Schools:

- [Childs Hill Primary School](#)
- [Claremont Primary School](#)
- [The Cippenham School](#)
- [Greenside Primary School](#)
- [Griffin Primary School](#)
- [Hillingdon Primary School](#)
- [The Hyde School](#)
- [John Locke Academy](#)
- [Parkfield Primary School](#)
- [Pinkwell Primary School](#)



# REGIONAL DIRECTOR (LONDON)

As Regional Director for London, you will play a central role in supporting the leadership and development of the Trust's schools.

Working closely with Principals and the Trust's executive team, your focus will be on understanding each school in its context, building strong relationships, and helping create the conditions in which both pupils and staff can thrive.

The role spans a community of 10 Principals across the London region, serving approximately 5,000 pupils in diverse communities. Rather than directing from a distance, Regional Directors work alongside school leaders - listening carefully, offering perspective, and providing support and challenge in equal measure.

You will be part of a wider education leadership team, working collectively with fellow Regional Directors and the Director of Curriculum and Virtual School to shape a shared sense of purpose across the Trust, and to support steady, sustained improvement over time.

This is not a role focused on quick fixes or headline outcomes. It is about thoughtful, incremental work of building a strong and connected system - one that knows its schools well, supports its people properly, and enables every child to benefit.

If you are motivated by working alongside school leaders, and by contributing to long-term improvement across a group of schools, this is a role where your judgement, patience and commitment will make a meaningful difference.

## Key Relationships (Internal and External)

- TEFAT Chief Executive, Directors and central team members
- Principals/Headteachers and academy Senior Leadership Teams
- Council lead officers
- Private, voluntary and community leaders and providers
- DfE
- Various external partners

<b>Grade</b>	Executive 2
<b>Responsible to:</b>	Chief Executive Officer
<b>Direct Reports:</b>	10 London Principals, Consultants, Progress Partners

## Key Responsibilities

To improve educational and social outcomes for all children in all schools by:

- Knowing all their schools and their respective contexts.
- Identifying regional priorities that transcend individual schools.
- Shaping a regional common purpose with their school leaders towards those priorities.
- Setting expectations, based on a shared understanding of current reality, of each school leader.
- Signposting school leadership and staff to support networks inside and outside the Trust.
- Commissioning additional support where existing support networks are insufficient to achieve desired outcomes at sufficient speed.
- Problem solving and capacity building where the above is not achieving desired outcomes.



# BENEFITS PACKAGE



## Contract Type:

Full-time, permanent



## Competitive Salary

Circa £135,000 per annum



## Generous Leave:

29 days of annual leave, in addition to public holidays.



## Pension Scheme:

Access to generous pension scheme.

### We can also offer you...

- ✓ Shopping Discounts
- ✓ Free eye tests and flu jabs
- ✓ Cycle and tech, salary sacrifice schemes

## Location and working pattern:

London, with regular travel across schools in the region. The role typically involves around three days visiting schools, one day working with Trust colleagues across regions, and one day for planning and strategic work from home or Trust offices.



# RESPONSIBILITIES & EXPECTATIONS

## General Responsibilities

- ✓ Be familiar with and support the Trust's Values;
- ✓ Be aware of and comply with relevant policies and procedures, including those relating to safeguarding, health and safety, confidentiality and data protection;
- ✓ Embrace and celebrate diversity, ensuring equal opportunities for all;
- ✓ Contribute to the overall aims of the Trust and the HR;
- ✓ Behave in a professional manner at all times demonstrating mutual respect, good manners, politeness and common courtesies for all members of our community. We expect employees to behave in a manner that role models positive behaviours for our students;
- ✓ Ensure own continuous professional development, seeking active opportunities for innovative and effective practice; and
- ✓ Undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.



# RESPONSIBILITIES & EXPECTATIONS

## Specific Responsibilities

- ✓ Drive school improvement across TEFAT academies.
- ✓ Develop the London region enabling all academies to thrive and all children to benefit.
- ✓ Ensure that the vision & values of a collaborative system are implemented and evolve in a flexible and creative way as the cluster develops.
- ✓ Facilitate the effective engagement of all academies and help them towards individual self determination and collective success.
- ✓ Strategically plan and commission local services to enable access to high quality services, achieve value for money and improve outcomes for children.
- ✓ Develop effective working relationships, engendering trust with and between leadership teams, including staff, Community Councils and statutory, voluntary and community agencies and services.
- ✓ Identify local partnership needs and assist in their facilitation through appropriate consultation and liaison with Principals reflecting academy needs, the diversity of the community and the inclusion of children with additional needs.
- ✓ Advocate for the London region in TEFAT, improving operational relationships between Directorates, academies and the wider foundation eg: CPD, ensuring the regional structure is effective over the long term Horizon scanning for new developments in relation to funding, system development, CPD new practices etc.
- ✓ Being a point of contact for your academy leaders on strategic and operational service issues, feeding requirements into the wider foundation structures to ensure continuous improvement.
- ✓ Ensuring production of self-evaluation and data as required for TEFAT meetings, external audit or any inspection.
- ✓ Maintaining own professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training.
- ✓ Ensuring that safeguarding is included and embedded within the working arrangements and outcomes all academies.
- ✓ Carrying out all duties in compliance with TEFAT policies.
- ✓ Line managing the Principals in the London region.
- ✓ Engaging with Principals governors/Trustees in schools which are considering joining the Elliot Foundation.

## Safeguarding Checks

We are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment and behave in a way which reflects this.

Appointment to this post will be subject to satisfactory safeguarding pre-employment checks including a Barred List check, Disclosure and Barring Service check, and references.

Please note, it is a criminal offence to apply for this post of employment if you are barred from working with children and young people.



# REQUIREMENTS

<b>Qualifications and professional development</b>	<b>Required</b>	<b>Desired</b>
Degree; Qualified Teacher Status	✓	
Post-graduate qualification	✓	
Recent and appropriate professional development	✓	
<b>Experience, skills &amp; knowledge</b>		
Significant experience as a transformational system leader in the primary age setting.	✓	
Experience of establishing, motivating and developing a high-performance culture, and managing the performance of an effective and highly professional staff.	✓	
Experience of dealing and negotiating with trade unions and professional associations.	✓	
Experience of being accountable to and working alongside a committed and fully engaged Governing Body.	✓	
Significant experience of Ofsted inspection and a well-developed understanding of the relevant qualification frameworks and accreditation.	✓	
<b>Professional Skills</b>		
Effective strategic stakeholder engagement, sustaining successful partnerships with local authorities, employer's local business, community engagement, academic institutions, professional bodies and government departments and agencies (within and outside of the UK).	✓	
Ability to build, develop and lead a high performing team.	✓	
Ability to manage resources, and ensure value for money.	✓	
Ability to lead, sustain and develop exemplary practice across academies.	✓	
A strong intellect combined with innovation and creative thinking, able to absorb and probe information quickly in order to debate and challenge complex issues.	✓	

# REQUIREMENTS

Personal Qualities	Required	Desired
A visible and significant presence within the academy environment who acts sensitively and with discretion, wherever necessary.	✓	
Ability to work proactively with all involved in the Trust, seeking and implementing policy.	✓	
Have high expectations of themselves and all members of TEFAT.	✓	
Can establish and exhibit positive relationships, and optimistic attitudes with all stakeholders.	✓	
Highly developed communication and interpersonal skills, with the passion, presence and credibility to lead, empower and inspire a wide range of stakeholders.	✓	
High levels of personal integrity and honesty with a fundamental commitment to fairness.	✓	
The ability to inspire, motivate and empower staff, students, parents and the wider community.	✓	



# NEXT STEPS

## Before you apply:

Please visit the Elliot Foundation website: [www.elliottfoundation.co.uk](http://www.elliottfoundation.co.uk)

We aren't interested in a generic cover letter that tells us how "passionate" you are about education. We assume that already. Instead, if the idea of "doubt trumping certainty" makes you feel relieved rather than anxious, we'd like to hear from you.

Please send a brief note or a short video clip addressing:

1. What do you see as the main challenges to primary schools in London over the next decade and how can we grow the school leaders able to best rise to this
2. How you have previously provided "psychological security" to a team during a period of slow, incremental change.

## HOW TO APPLY

ImpactMatch is acting as an employment agency advisor to the Elliot Foundation. Candidates should register for this role via the 'register' button and follow the instructions to upload a CV and cover letter of no more than two sides of A4 and complete the online equal opportunities monitoring\* form.

Is this the role for you? Register if you think we're a good match and we'll get in touch to let you know the next steps.

\*The equal opportunities form will not be shared with anyone involved in assessing your application. Please complete as part of the process.

[REGISTER NOW](#)



# NEXT STEPS

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## **Inclusion Statement:**

As a social impact organisation, the Foundation believes everyone, regardless of visible or invisible difference, should be welcomed to participate in creating a better future. We are committed to achieving equality of opportunity for every team member. To achieve our goals, we need a diversity of ideas, which can only come from a diverse range of people with different perspectives and backgrounds. We aspire to maximum inclusion in our work and endeavour to challenge systemic inequity and all forms of discrimination. We therefore welcome applications from everybody who is committed to our values and can demonstrate the skills, competencies, and experience required for the role applied for.

## **GDPR Personal Data Notice:**

GDPR personal data notice: According to GDPR guidelines, ImpactMatch are only able to process your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data, health, sex life, or sexual orientation) with your express consent. You will be asked to complete a consent form when you apply and please do not include any Sensitive Personal Data within your CV (although this can be included in your covering letter if you wish to do so), remembering also not to include contact details for referees without their prior agreement.

# ABOUT IMPACTMATCH

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## **PURPOSE LED | OUTCOME OBSESSED | LEGACY FOCUSED**

Delivering the plan, people, partnerships and support that match responsible intent to impact.

ImpactMatch are experts in creating Social Impact, knowing only too well what great leaders can do. We are passionate about delivering the best solutions for our clients quickly.

Operating within our extensive network, we partner closely with public, private and third sector individuals who share our passion for impact led work. These individuals across the UK and the globe get us in front of the right candidates with care and precision.

We offer matches to Board advisory, Executive and Leadership Search, Executive Advice as well as Impact Strategy. We also host a no-fee access ImpactMaker masterclass to share expert advice to #ImpactMatch followers from our high impact networks.

## **WHO WE ARE**

ImpactMatch is an end to end social impact partner. We deliver the plan, people, partnerships and training that turn purpose into measurable impact.

## **HOW WE DO IT**

- **Impact Strategy:** Design and deliver measurable social impact strategies, reporting and leadership capability.
- **Impact Talent:** Connect organisations with values-aligned leaders, advisors and partners.
- **Impact Communications:** Amplify impact and build capability through data-led communications, campaigns, connected leadership and training.

For more information, visit [impactmatch.global](https://impactmatch.global), follow us on [LinkedIn](#) and [Instagram](#) and [join our community](#).