

Job Description

Job Title: Regional Director of Education

Line Manager: Chief Executive Officer

Salary range: £125,000 – £135,000 dependent on experience

Location: Trust Head office with travel across regional schools

Direct line reports: as per structure and any changes set for business needs

Job Purpose: The Regional Director of Education provides strategic regional leadership across academies, ensuring high-quality, inclusive provision that meets the diverse needs of learners. The role will drive collaboration across the Trust and wider region to enhance curriculum delivery, secure sustainable development, and strengthen partnerships with key stakeholders. The postholder will champion a culture of high expectations and continuous improvement, ensuring central services effectively enable academies to achieve their strategic priorities.

In addition, the postholder will have cross-region responsibility for either: integrated services; curriculum, assessment and transitions; or outreach.

Essential to the role is the positive partnership between the Regional Directors of Education ensuring alignment of values, practice and outcomes.

1. Curriculum and Provision

- Accountable for education standards, performance and outcomes across the region, using data to drive sustainable improvement and ensure rapid, effective intervention where required.
- Use data insight to support Principals in identifying priorities, shaping improvement plans and delivering measurable impact.
- Line management, leadership development, support, guidance and challenge of the relevant Principals within the region
- Seek to support development of performance, high standards and quality outcomes in the Academies in the region working in partnership with leadership teams.
- Responsible for ensuring each Academy has an up to date, comprehensive SEF and SDP that is linked to OHCAT's strategic objectives
- Contribute to the strategic development of curriculum delivery across the Trust and region, identifying opportunities for collaborative and efficient models that broaden curriculum access.
- Develop and strengthen inclusive pathways, including effective use of alternative provision, to meet the needs of all learners.
- Promote innovative approaches to curriculum design and delivery that maximise impact and resource efficiency.
- Monitor and evaluate the effectiveness of curriculum delivery to ensure agreed educational and operational principles are consistently implemented across Academies, supporting Principals to evaluate impact, adapt approaches where necessary, and ensure provision effectively meets the needs of learner cohorts, resulting in improved outcomes and sustained progress.
- Convening best practice around approaches to early intervention, safeguarding, inclusion, attendance, wellbeing, and transition pathways across partner agencies within designated region.

2. Academy Development and Support:

- Support academies in the development and delivery of robust improvement plans, ensuring a holistic approach encompassing educational outcomes, financial sustainability, and organisational effectiveness.
- Work in partnership with academy leaders to identify priorities and provide constructive challenge alongside practical support.
- Build and lead strong relationships with local authorities in the region ensuring appropriate representation e.g. Schools Forum, SEND strategic partnerships boards etc.
- Provide robust induction and support for newly appointed Principals, ensuring a development programme suited to their needs, experience and performance status of their school.

- Support the promotion and development of new Academies/Satellite Centres/Outreach projects and any other expansion projects working with the Central Support Team members and other stakeholders.
- Responsible for due diligence of on-boarding or off-boarding provisions within the region.
- Support Principals to ensure services are aligned with regional and Trust education priorities, local needs assessments, and statutory requirements.
- Support the delivery of integrated services across education, health, social care, community, and voluntary sector partners to improve outcomes for children, young people, and families in your region and in collaboration with other regions across the Trust.

3. Central Services and Expectations

- Champion a culture of high expectations, ensuring central teams deliver proactive, responsive, and high-quality support to academies.
- Work collaboratively with central functions to strengthen service delivery, shifting the focus from monitoring to enabling and impactful support.
- Ensure alignment between Trust strategy and operational delivery across central teams and academies.
- Ensure Academies within the region deliver on their financial & development plan, are compliant with finance regulations and other policies as appropriate, deliver any agreed intervention plans and input into the longer-term strategic development of the Academies.

4. Change and Improvement

- Actively contribute to and lead Trust-wide change initiatives and improvement projects, ensuring effective implementation at regional and academy level.
- Foster a culture of continuous improvement, collaboration, and innovation across the Trust.

5. Stakeholder Engagement and Partnerships

- Build and sustain strong, strategic relationships with Local Authorities and other key external stakeholders.
- Influence and manage commissioning relationships to ensure provision aligns with Trust priorities and delivers value for learners and communities.
- Act as an ambassador for the Trust, enhancing its reputation and strengthening regional partnerships.
- Work with the Executive Director of Quality and Safeguarding to develop areas related to quality, standards and safeguarding, driving growth and managing initiatives.
- Identify opportunities for joint commissioning, funding, and service innovation with education and wider public sector partners.
- Monitor and evaluate the effectiveness of integrated service delivery, using data and stakeholder feedback to drive continuous improvement.
- Promote a culture of collaboration, shared accountability, and outcome-focused practice across multidisciplinary teams and partner organisations.
- Represent the organisation at regional multi-agency forums, partnership boards, and stakeholder meetings, influencing policy and service development.
- Represent the Trust by strengthening relationships with education leaders, government bodies, commissioners, employers, and community stakeholders.
- Support the development of regional networks that facilitate knowledge sharing, best practice, and system-wide improvement.
- Build and maintain strategic relationships with schools, colleges, local authorities, health providers, and community organisations to ensure coordinated and effective service provision

6. Other Specific Responsibilities

- Oversee the deployment of Academy-to-Academy support and intervention strategies across and outside of the region as appropriate.
- Work with Academies to develop and disseminate highly effective practice across all regions.
- Contribute to quality assurance reviews internally and externally.

- Approve any residential or trips abroad to be undertaken by Academies in the region, in accordance with OHCAT's Educational Visits policy.
- To be the senior point of support in relation to critical incidents and business continuity management.
- Develop strategic partnerships, including business and community links, that will further support the work and effectiveness of the Academies in the region.

7. Performance, Appraisal, Coaching and Development

Participate fully in OHCAT's annual appraisal cycle, taking personal ownership of objective-setting,

- mid-year review and end-of-year assessment, and of agreed development priorities.
- Engage actively with any coaching or professional development support provided by the organisation; such support is offered as a genuine investment in capability and engagement with it is an expectation of the role.
- Participate in 360-degree feedback processes as required, receiving and acting on feedback from peers, direct reports and senior leaders openly and constructively. Post holders should expect feedback from multiple directions to form part of their overall performance picture.
- Demonstrate progress against both agreed objectives and expected behavioural standards as part of the appraisal cycle, understanding that sustained underperformance in either area will be addressed through the organisation's performance management framework.
- Model a coaching approach to leadership, supporting the appraisal and development of staff within their area of responsibility in a way that is timely, meaningful and aligned to organisational transformation priorities.

Additional notes

- Job Descriptions are to be reviewed annually.
- The responsibilities listed above are the essentials of the post; it is always open to the postholder to propose ways of extending these responsibilities.
- This job description is not exhaustive, and you may be asked to carry out other duties commensurate with the role.

Working together to transform lives is what we do and across the whole organisation we have a range of experts and practitioners who advocate for children and young people with SEND to ensure they receive the best possible opportunities to achieve their full potential.

Our Mission: OHCAT exists to support, enable and champion the talents, skills and rights of the most complex and vulnerable people in our society in order that we can release their potential, promote their wellbeing and transform their lives.

Our Ethos: As a community of learners, families and colleagues, OHCAT believes that by working collaboratively, with energy and ambition, we can always effect positive change. At the core of our ethos is the conviction that there should be no limit placed on what is possible and that everyone has the ability to be the very best they can be.

Our Values: As an organisation, we adhere to the seven principles of public life to drive our behaviours and provide a framework for our actions: Leadership, Openness, Objectivity, Selflessness, Honesty, Integrity and Accountability.

Within this framework, we have defined our own core values and behaviours based around the word CREATE:

- Confident
- Respectful
- Equitable
- Advocacy
- Team Working
- Enabling

Equality, Diversity and Inclusion

Orchard Hill College Academy Trust is committed to building a diverse and inclusive workforce that reflects and understands the sector we serve. We value and welcome the different ideas, skills, behaviours and experiences of all, and we are committed to creating a respectful and inclusive environment in which everyone feels enabled to participate fully and is valued for the contributions they make. We take all reasonable steps to encourage applications from as diverse a range of people as possible, and all staff have equality of opportunity with regard to support, mentoring, training and career progression.

Orchard Hill College Academy Trust is proud to be a Disability Confident Employer, committed to creating an inclusive and supportive workplace for all. We endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This Job Description and Person Specification is current but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in job requirements which are commensurate with the job title and grade in line with the Trust's changing needs.

In line with the statutory guidance in Keeping Children Safe in Education, the Trust reserves the right to request and review references prior to interview as part of our safer recruitment process. Any concerns raised will be followed up with the applicant before a recruitment decision is made.

Person Specification for the Post of Regional Director of Education

The Person Specification shows the abilities and skills you will need to carry out the duties in the Job Description. Shortlisting is carried out based on how well you meet the requirements of the Person Specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your Application Form. If you are selected for interview, you may be asked also to undertake practical tests to cover the skills and abilities shown below.

Area	Requirements	Essential/Desirable
Qualifications	Degree in Education.	E
	Substantial SEND qualification; postgraduate in SEND, inclusion or neurodiversity.	D
Experience	Experience of working across multiple sites or within a multi-academy trust structure	D
	Experience of leading or contributing to organisational change programmes.	E
	Experience of working with Local Authorities and managing external stakeholder relationships	E
	Successful senior leadership experience within special schools, specialist provision, or SEND services.	E
	Proven track record of securing school improvement and improved outcomes for children and young people with SEND.	E
	Experience of leading and developing senior leaders and headteachers/principals.	E
	Experience of using performance, quality assurance, attendance, safeguarding and outcomes data to drive improvement.	D
	Experience of working collaboratively with education, health, social care and wider community partners.	D
Knowledge & Understanding	Understanding of curriculum models, learner cohorts, including a working knowledge of alternative provision.	E
	Understanding of commissioning practices within education.	E
	Comprehensive understanding of SEND legislation, statutory guidance and safeguarding requirement.	E
	Strong understanding of school improvement methodologies and quality assurance processes.	E
	Knowledge of Ofsted frameworks and accountability measures relevant to SEND	E
Skills & Abilities	Ability to influence and build effective partnerships across organisations	E
	Strong strategic thinking with the ability to translate vision into operational delivery.	E
	Ability to analyse complex data and identify priorities for improvement.	E
	Ability to support, challenge and hold leaders to account while maintaining positive professional relationships.	E
	Excellent communication, presentation and stakeholder engagement skills.	E

Personal Attributes	Strong organisational planning and change management skills	D
	Resilient and calm under pressure, able to provide stable leadership during critical incidents, safeguarding concerns or periods of organisational change	E
	Personal integrity and professional credibility, able to command confidence with Principals, Local Authorities and all stakeholders – internal and external	E
	Confident to challenge constructively and have difficult conversations, while maintaining strong working relationships	E

	Self-aware and reflective, open to feedback and committed to own continuous professional development	E
	Collaborative team player who builds trust quickly, including with peer Regional Directors of Education where alignment of practice is essential	E
	Highly organised with the ability to manage competing regional priorities and travel demands across multiple sites	E
	Committed to the safeguarding and wellbeing of children and young people with SEND above all other considerations	E
	Determined to improve outcomes and life chances for children and young people with SEND.	E
	Committed to inclusion, equity and high expectations for all learners.	E
	Resilient, adaptable and solution-focused.	E
	Demonstrates integrity, credibility and professional judgement.	E
	Collaborative and relationship-focused, with the ability to work effectively across diverse stakeholder groups.	E
	Visible and values-led leader who inspires confidence and trust.	E
	Commitment to continuous professional development and organisational improvement	E