



Raleigh

EDUCATION TRUST

School Improvement Director

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POST	SCHOOL IMPROVEMENT DIRECTOR
Reports to	Director of Education
Salary range	Leadership pay scale 16-20 (£75,049 - £82,654)
Contract type	Permanent position – Full time

The role in a nutshell

The School Improvement Director provides strategic leadership and expert guidance to improve the educational offer across mainstream primary, SEN and Alternative Provision. Working under the guidance of the Director of Education and within the strategic school improvement team, the right candidate will drive high-quality curriculum design, evidence-informed pedagogy, and consistent teaching excellence. You will ensure that every setting delivers an ambitious, inclusive, and coherent learning experience that enables all pupils to thrive. To do this, you will support and challenge senior leaders across the Trust, fostering a culture of excellence, collaboration and continuous improvement. A central part of the role is ensuring robust quality assurance through the Deep Learning and Development Framework, enabling consistent, ambitious, and inclusive practice across all settings.

The candidate

The ideal candidate will be an exceptional, values-driven leader with a proven track record of securing high standards across diverse educational settings. You will bring deep expertise in curriculum, pedagogy, assessment and inclusion, coupled with the strategic insight to drive improvement at scale. Credible and confident, you will inspire trust, motivate others, and build strong professional relationships across mainstream, specialist (SEN) and alternative provision environments. You will combine analytical rigour with emotional intelligence, using evidence-informed approaches to raise achievement and strengthen leadership capacity. With a relentless belief in the potential of every learner, you will champion equity, inclusion and excellence, modelling the professionalism, integrity and ambition expected across the Trust. The ideal candidate will be collaborative, resilient and forward-thinking who thrives on challenge, embraces innovation and is committed to delivering sustained, transformational improvement.

We welcome applications from everyone who believes they meet the expectations of the role regardless of age, gender, ethnicity, sexual orientation, faith, or disability. To ensure that our staff composition is representative of the communities we serve, applications from groups who are currently under-represented in education including people with disabilities and people from minority ethnic backgrounds are particularly encouraged.

About your benefits

The position attracts an excellent remuneration package including a competitive salary, pension scheme, health assured programme with access to mental health, financial and family support (EAP) and the Cycle Scheme salary sacrifice. You will also receive Mental Health First Aid Training.

We prioritise your professional growth with annual training and development opportunities, training bursaries are available upon request.

General duties and responsibilities

The roles allocated to a School Improvement Director are diverse, so they may vary based on the needs of Trust and academies.

Role Overview	<ul style="list-style-type: none">• Lead with clarity, ambition and strategic insight, ensuring that the Trust's aims are achieved.• Drive excellence in educational provision, strengthen leadership capacity, and ensure that systems, resources and professional development are aligned to deliver sustained improvement.• Model the Trust's values and promote high professional standards across all settings.
Strategic Leadership	<ul style="list-style-type: none">• Champion the best practice and inspire all practitioners to enable every child to achieve their potential.• Lead the Trust's school improvement strategy in mainstream primary, SEN and AP settings, ensuring alignment with the Trust's vision and priorities.• Ensure approaches are informed by research, evidence and best practice across all sectors.• Work with the Director of Education to set improvement goals, performance indicators, and accountability measures across all settings.• Provide strategic development and implementation of curriculum design, teaching quality, assessment practice, and pupil outcomes.
Quality of Education	<ul style="list-style-type: none">• Support leaders in the quality of education ensuring teaching, curriculum and assessment are consistently strong and evidence-informed.• Working with the Data & Insights Lead, ensure data, summative and formative assessment further improve pupil outcomes and inform strategic use of resources.• Ensure curriculum design is coherent, ambitious and aligned with Trust principles.• Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.• Promote high-quality subject leadership and access to professional networks.• Promote evidence-informed approaches that reflect the unique needs of different cohorts (e.g., SEND, vulnerable learners, those in AP).

Leadership of People and Performance	<ul style="list-style-type: none"> • Work with the CEO, Central Executive Team, Executive Principals, Principals and wider Senior Leadership Teams • Build leadership capacity across hubs and support succession planning. • Evaluate performance across all academies, identifying strengths, risks and priorities for improvement. • Provide coaching, mentoring and structured support to leaders. • Model high professional standards and the Trust's values.
Curriculum, assessment and Pedagogy	<ul style="list-style-type: none"> • Lead the development and implementation of a coherent, knowledge-rich curriculum that is ambitious for all learners. • Champion evidence-informed pedagogy, ensuring teaching approaches are consistent, inclusive, and rooted in best practice. • Support schools to embed effective assessment systems that inform teaching, track progress, and identify gaps in learning. • Embed effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities. • Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.
Inclusion and SEND	<ul style="list-style-type: none"> • Champion inclusion for all learners across all settings. • Ensure the schools hold ambitious expectations for pupils with additional needs and disabilities. • Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively. • Collaborate with the leaders to ensure Trust-wide approaches to inclusion and statutory compliance are exemplary. • Ensure the schools works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
Behaviour, Attitudes and Personal Development	<ul style="list-style-type: none"> • Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all colleagues and pupils. • Ensure high standards of pupil behaviour, attitudes and engagement across the Trust. • Implement consistent, fair and respectful approaches to managing behaviour, in line with Trust policies and procedures.
Professional development	<ul style="list-style-type: none"> • Ensure colleagues have access to high-quality, evidence based professional learning aligned with Trust priorities, school improvement and individual needs. • Support the design and delivery of Trust-wide CPD programmes, coaching pathways and leadership development. • Promote a culture of continuous learning and reflective practice.

Continuous school improvement	<ul style="list-style-type: none"> • Lead Trust-wide evaluation through the Deep Learning and Development Framework to identify barriers to effectiveness and opportunities for improvement. • Develop and oversee evidence-informed improvement strategies that are realistic, sequenced and impactful. • Ensure improvement work leads to sustained gains in quality and outcomes.
Partnerships and System Leadership	<ul style="list-style-type: none"> • Strengthen relationships with parents, communities, local authorities and national organisations. • Promote collaboration across the Trust and ensure best practice is shared and scaled. • Represent the Trust in system-leadership forums and contribute to wider educational improvement • Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.
Continuing Professional Learning:	<ul style="list-style-type: none"> • In conjunction with the line manager, take responsibility for personal professional learning, keeping up to date with research and developments related to • Undertake any necessary and identified professional development taking full advantage of any relevant training and development available • Maintain a professional portfolio of evidence to support the Performance Management process, evaluating and improving own practice.
Trust responsibilities	<ul style="list-style-type: none"> • Support and uphold the Trust’s ethos, values, policies and procedures • Apply and adhere to the Trust’s Code of Conduct • Act with professionalism and integrity at all times, promoting the Trust’s values • Comply with any reasonable request from the Principal to undertake work of a similar level or commensurate with the role / level of responsibility • Comply with Data Protection legislation and follow the principles of GDPR • Promote a commitment to equal opportunities and anti-discriminatory practice adhering to the Trust’s and Academies EDI policies • Promote a work environment that protects people’s health and safety and welfare in accordance with the Trust’s Health and Safety Policy

All staff are expected to maintain high standards of customer care in the context of the Trust’s Core Values, to uphold the Equality and Diversity Policy and health and safety standards and to participate in training activities necessary to their post.

This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by a supervising officer. The responsibility level of any other duties should not exceed those outlined above.

Person Specification

You should be able to demonstrate that you meet the following criteria	Measured by A - Application form B - Assessment task C - Interview D - References	
Education and Qualifications	Required	Assessment
Graduate with Qualified Teacher Status.	Essential	A
NPQSL / NPQH or willingness to work towards	Desirable	A
Experience across more than one setting or phase	Essential	A
Experience and knowledge		
Successful senior leadership experience in an education setting.	Essential	A C D
Proven impact on school improvement across multiple settings on core areas (curriculum, teaching, assessment, behaviour, inclusion)	Essential	A C
Experience leading and developing teams	Essential	A C D
Strong understanding of SEND and inclusive practice	Essential	A B C
Understanding of multi-phase and/or specialist settings (e.g., SEN, AP)	Essential	A C
Experience of working with trust wide teams, external agencies and governance	Essential	A C
Strong understanding of current education research, policy and national developments	Essential	A B C
Evidence of supporting schools in challenging circumstances.	Essential	A B C
Ability to foster and promote good relationships with all stakeholders.	Essential	A B C
Skills		
Ability to inspire, motivate and challenge colleagues	Essential	A C D
Excellent communication and interpersonal skills	Essential	A C D
Ability to analyse and interpret data effectively	Essential	A B C D
Strong organisational and project management skills	Essential	A C D
Ability to lead change and secure sustained improvement	Essential	A C D
Ability to problem-solve complex issues with sound judgement	Essential	A B C D
Personal Characteristics		
Deep belief that all learners can succeed	Essential	A C D
Commitment to inclusion, equality and reducing disadvantage	Essential	A C D
Commitment to the Trust's values and to improving life chances for all pupils.	Essential	A C D
Excellent interpersonal and communication skills	Essential	A C D
Commitment to continual improvement and challenging norms.	Essential	A C D
Think creatively and collegiately to solve problems and identify opportunities.	Essential	A C D
Resilience, adaptability and high professional integrity	Essential	A C D
Ability to build trust, credibility and strong relationships	Essential	A C D
Ability to work at pace and manage competing priorities.	Essential	A C D

Ability to model professionalism, emotional intelligence and ethical leadership.	Essential	A C D
Reflective, research-informed and committed to ongoing professional learning	Essential	A C D

About the application process

If you meet the criteria and you are enthusiastic about the role, we would welcome your application.

To complete the application process, you will need to complete the application form and associated documents through the portal which can be found at: <https://raleigheducationtrust.face-ed.co.uk/vacancies>

Only candidates requested for an interview will be contacted. If you are not invited, we thank you for your interest in this exciting post with the Trust.

Raleigh Education Trust is obliged by law to operate a checking procedure for employees who have substantial access to children and young people. It is an offence to apply for a position within a school or trust if you are barred from engaging in regulated activity relevant to children.