



Being the best we can be



Areté Learning Trust

# RECRUITMENT BROCHURE



**Northallerton School  
& Sixth Form College**  
Being the best we can be



**Richmond School  
& Sixth Form College**  
Being the best we can be



**Stokesley School  
& Sixth Form College**  
Being the best we can be

# MESSAGE FROM THE CEO

*"Being the best we can be by uniting schools, communities and families to secure success for all young people"*

**Thank you for your interest in joining Areté Learning Trust. I hope that you find the information contained in this recruitment pack helpful. We are a small and relatively new trust, currently comprising Richmond School, Stokesley School and Northallerton School. We became the sponsor of Northallerton on September 1st 2019 and welcomed the school community into the trust. Needless to say, there are strengths in all three schools and staff work together to drive improvement across the trust. In an educational climate in which there is so much volatility and change, we seek to ensure we can secure our future, stay true to our values and work with others who are similarly committed to helping all young people, whatever their starting point, to "be the best they can be."**

The following statements of intent were established when the trust was founded in 2015:

As ALT educational leaders we strive to ensure that -

- high-quality teaching to secure the highest standards of achievement for all children is the absolute priority in all ALT academies
- we use performance data to improve the life chances of children, not to score points in league tables
- we recognise the value of rich learning experiences, including those not the current focus of political ideology
- our academies are characterised by values including hope, kindness, generosity of spirit and compassion, not punishment and control
- we prioritise the needs of children not the system
- children learn to love learning, as well as achieving well
- we serve local communities
- whilst children's family circumstances can sometimes make learning extremely difficult, they must never be a barrier to aspiration

- a child's postcode should not determine his/her future and, whatever their starting point, we should have high expectations of them all
- we accept the responsibility to collaborate and work in partnership with other schools, especially those who are in need of support
- we don't fall back on a "one size fits all" approach to learning
- we value and develop our staff to enable them to get the best out of our children and young people

As a member of staff, in one of our schools, we expect the successful candidate to be supportive of these values – we are one organisation and we are all responsible for securing the best-learning experience for every child, irrespective of his/her postcode or the school gates through which he/ she walks every morning.

Yours sincerely



**Catherine Brooker**  
CEO: Areté Learning Trust



# VALUES STATEMENT

## ἀρετή - "being the best we can be"



We chose the touchstone of ἀρετή, translated from the Greek as Areté, which, in its basic sense, means excellence of any kind. The word encapsulates our sense of purpose. It was the most articulated value in ancient Greek and resonates for us as it did centuries ago.

In Greek mythology, it embraces wider ideals, including moral values, the idea of excellence being intrinsically linked to the concept of perfecting oneself. In the ancient world, this notion of excellence encompassed the aspiration to fulfil purpose – becoming the best one can be – it is associated in mythology with bravery, with generosity of spirit and with achievement. The concept implies that as individuals and as a community, our actions matter: in a complex world, human value and meaning can be judged by our contribution, our efforts, behaviours and self-improvement. The word ἀρετή is analogous to deep learning – the pursuit of knowledge, in terms of self-awareness as well as academic study: the belief that studying is the highest form of happiness is particularly appropriate for schools.



Hence our simple statement to capture a complex aspiration, encompassing all the more subtle nuances of the philosophy, and encapsulating our vision that every child, whatever his or her circumstances and starting point, has unique skills and qualities and given the support, encouragement, opportunity and challenge to achieve, can do so. It is our task to create a context for them to thrive, academically, personally, socially, to experience the real joy of learning, as well as preparing them for the adult world.



When the trust was established in 2015, we decided to adopt the principle of "being the best we can be" previously a touchstone of Stokesley School, the first ALT member. As a trust we extended this:

*Areté Learning Trust:  
"Being the best we can be - by uniting  
schools, communities and families to secure  
success for all young people"*

# STAFF COMMENTS

Comments were collected during an anonymous staff survey from all three Trust schools, taken December 2019.

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*"I feel a valued member of the team - great colleagues and leadership"*

*"We have an excellent team of support staff, who are always willing to help!"*

*"A lovely place to work. Excellent opportunities as a teacher, middle and senior leader. The Head is truly inspirational in her vision and confidence as a leader. My line manager(s) are exemplary in their roles too. It is also the students that make working here so brilliant. They are amazing and are really rewarding to teach - some of the brightest personalities I have come across in my teaching career. The school fosters an immense sense of positivity in its ethos and working environment. When coupled with excellent leadership, the school ends up being a truly rewarding place to work."*

*"I think this is a great school and I am proud to work here."*

*"We are really lucky to work in such a lovely school where the students are fantastic and the ethos is positive."*

*"I like what I see from the school and would love to become a permanent member of the team"*

*"The school feels like it has a real sense of direction and ambition. The head's leadership has been outstanding in this."*

*"Heads of Faculty work exceptionally hard to drive the school forward with teaching and learning and this is done in a supportive manner to colleagues."*

*"It's a great place to work."*

*"I love my job, get a lot of job satisfaction from it and enjoy coming to work"*

*"Excellent mix of teaching and support staff relations within school and socially!"*

*"I get a lot of personal and professional satisfaction working here"*

*"Have been made to feel really welcome and an instant part of the team. Well supported"*

*"I am happy working at the school and glad to be a part of it too"*

# WHY WORK FOR US?

As a small trust, we believe in the importance of the individual identity of every one of our schools whilst sharing common values and aims. As a result, we want everyone who works in an ALT school to feel valued, appreciated and can see how the work she/he does fits into the bigger picture.

Our key professional standards are more than just a way in which we evaluate our staff members' performance; they're a reflection of the culture that we are working towards every day. All of our job descriptions are written with them in mind, our selection processes test for them and our key performance indicators are based around them.

As well as the expectations set out in the Nolan Principles which underpin our work as educators, we seek staff who

- have high expectations of themselves and the people with whom they work
- are committed to the trust's values
- show initiative and are responsive to change
- have high-level interpersonal skills with the ability to inspire and motivate others
- are creative in their approach to problem solving
- are able to influence effectively whatever their role
- are team players



We seek employees who are prepared to take personal responsibility for their performance and constantly challenge the norm in order to improve performance and we commit to the following:

### Empowerment

Our employees are actively encouraged to make decisions about and take responsibility for how they do their jobs. Everyone has a part to play in achieving the strategic aims of the school(s) in which we work. Your ideas may not set the strategic direction and choices made by senior leaders but we have lots of examples of where colleagues have really shaped the future. There are clear structures to support teaching and learning and address issues which might threaten that core purpose.



### Professional Development

We encourage our employees to continue to develop their skills and careers, which is intrinsic to our schools' culture. A number of colleagues have also developed trust wide roles: those with the commitment, interest and initiative have put themselves forward and made a real difference, not only in their own school but across partner ALT schools. We value our support staff just as much as teaching staff and invest in their development equally.



### Commitment to staff wellbeing

We actively seek to support staff members' wellbeing. Our headteachers prioritise addressing workload issues and at trust level we seek to ensure our policies and practice are rooted in fairness and support. This is reflected in everything from Human Resources policies to business strategies.

### Collaboration

Our trust has a geographical spread of academies across Hambleton and Richmondshire in North Yorkshire – this enables us to work together and benefit from joint practice development.



### Environment

All three schools are sited in beautiful locations, in close proximity to the North Yorkshire Moors, the Dales, the Cleveland Hills and with easy access to a stunning coastline. There are also good rail links to Newcastle, York, Durham and Leeds. Both Richmond and Stokesley Schools

benefit from excellent facilities and the trust has recently gained 9 million pounds DfE funding to enable us to re-locate the school to refurbished accommodation on a spacious site.

### Community

Our schools are at the centre of local communities, each a major employer in the town it serves. There are strong links with sports clubs, arts organisations and community groups.

### Sixth form

All three of our schools have thriving Sixth Forms so teachers have the opportunity to teach their specialisms across the full secondary school age range.

### Support

We pro-actively demand respect for our staff from parents and visitors and, in the rare cases where it is necessary to do so, take action to protect our staff from intimidation and/or bullying.

### Positive Relationships

Our headteachers foster a culture of mutual support – teamwork is essential in a demanding environment, which should characterise all schools to secure success for all of our students. Teamwork and effective leadership are valued and we seek ways to tie the performance and the interests of employees with those of the schools.

### Fairness

Perceptions of unfair treatment or favouring certain individuals are promptly dealt with. Our employees are treated with the same regard and consideration, whatever your role, and we seek to make workplace guidelines transparent and enforceable across the all of our schools.

### Recognition

Our appraisal systems are based on recognising and rewarding successful performance, career development, accomplishments, and areas needing improvement, on a regular basis. Recognition is targeted to real successes and used to reinforce positive contributions by support staff and teaching staff.





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