



Areté 
Learning Trust

Being the best we can be

Areté Learning Trust

Recruitment Brochure

Message From Our 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 in this brochure helpful.

ALT is committed to creating a context for all children and young people to thrive academically, personally, and socially, to experience the real joy of learning. We ensure that everyone within our Trust community has the opportunity to succeed through collaboration between the schools within the Trust and with all stakeholders.

We have a deep commitment to developing our team through top-quality CPD and staff development opportunities, cross-Trust collaboration, and collaboration on a regional and national level. We are determined to be at the forefront of the pursuit of excellence in education and welcome any partnership which will support us in this endeavour.

As a member of staff at our Trust, we expect the successful candidate to be supportive of our values. We are one organisation, and we are all responsible for securing the best learning experience for every child, irrespective of their postcode or the school gates through which they walk every morning.

We look forward to receiving your application for the role you have applied for.

Yours sincerely,



Richard Crane
CEO: Areté Learning Trust

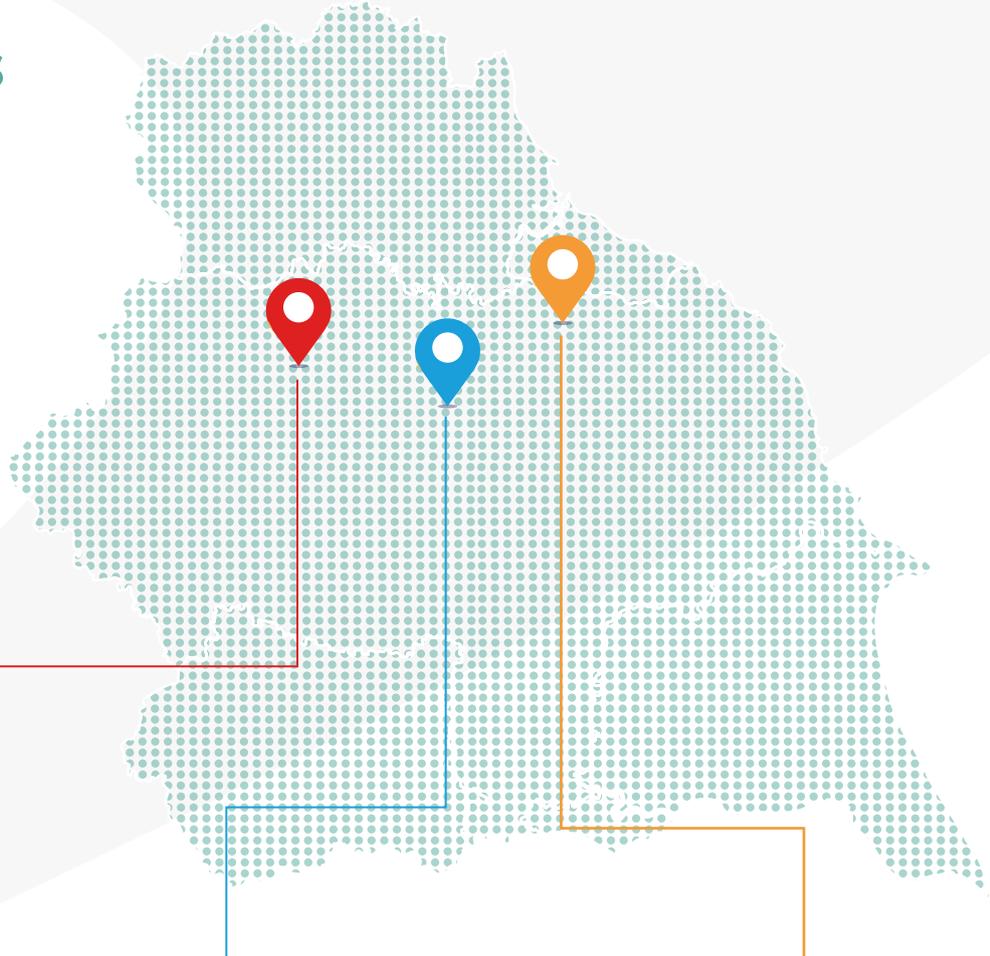




Who Are We?

Our Academies

Areté Learning Trust (ALT) is currently a family of three secondary academies across North Yorkshire. We were established in 2015 when Stokesley School converted to academy status, and have since been joined by Richmond School and Northallerton School.



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



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



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





All three of our schools have thriving Sixth Forms, allowing teachers to teach their specialism across the entire secondary education age range.



Aims & Objectives

ALT is committed to creating a context for all children and young people to thrive academically, personally and socially, so that they experience the real joy of learning. We ensure that everyone within our Trust community has the opportunity to succeed through collaboration between the schools within the Trust and with all stakeholders.

We aim to:

Enable all learners to leave our academies having achieved well, strengthened by our values and aspirations.

Ensure all learners are well prepared to face the next challenge in their learning, personal and social development.

Enable schools to work together, share expertise and maximise efficiency and effectiveness across the MAT.



*“Pupils are happy,
courteous and
articulate.”*

Ofsted, January 2022

Our Five Pillars for Success

01

Students

We want all students to be the best they can be. We focus not just on academic achievement, but also the personal development of the whole child, so our students can go on to follow and achieve their dreams.

02

Staff

We are the employer of choice, providing a great place in which to work and an environment where they can develop as exemplary professionals.



03

Parents / Carers

ALT academies are committed to meeting their children's individual needs. We foster aspiration as well as academic, moral, personal and social development. An ALT academy is the natural choice for the education and care of their children.

04

Local Community

Our local ALT academies are respected and supported. We recognise the unique characteristics of the area and draw upon them to improve outcomes locally, regionally, nationally and globally.

05

Partnership

We work closely with external agencies, including service providers, businesses, employers and other local stakeholders to enhance students' learning and development.



Why Work For Us?

We want everyone who works within ALT to feel valued and see how their work fits into the bigger picture. We seek employees who are prepared to take personal responsibility for their performance and constantly challenge the norm to improve performance.

In return, we are committed to providing an empowering and supportive learning environment for all staff.

<p>Understanding the content</p> <p>1</p>	<p>Having deep subject knowledge of the content being taught, enabling students to be appropriately challenged above and beyond their stage and age.</p> <p>1.1</p>	<p>Coherently planning, and sequencing skills, content and knowledge over time.</p> <p>1.2</p>
<p>Creating a supporting environment</p> <p>2</p>	<p>Promoting positive relationships and interactions (teacher to student, and student to student) based on mutual respect, care, trust and empathy, resulting in high levels of learner motivation.</p> <p>2.1</p>	<p>Being sensitive to, and professionally aware of, the range of individual needs of students.</p> <p>2.2</p>
<p>Maximising the opportunity to learn</p> <p>3</p>	<p>Managing time and resources efficiently in the classroom to maximise productivity and student challenge, whilst minimising any wasted time.</p> <p>3.1</p>	<p>Consistently applying clear classroom rules, routines and expectations that have been built up over time and make a significant impact on learning.</p> <p>3.2</p>
<p>Activating deep thinking</p> <p>4</p>	<p>Presenting and communicating new ideas and challenging concepts with concise, appropriate and engaging explanations.</p> <p>4.1</p>	<p>Modelling and deconstructing procedures and worked examples with appropriate scaffolding, to support high expectations and standards for all students.</p> <p>4.2</p>
<p>Using assessment as a vehicle for learning</p> <p>5</p>	<p>Constructing and selecting formative and summative assessments as valid and reliable learning instruments, not just as measurement tools.</p> <p>5.1</p>	<p>Accurately and effectively assessing student progress over time, leading to diagnostic responsive teaching, based on student needs and rates of progress.</p> <p>5.2</p>

Professional Learning

At ALT, we are committed to continuous support and improvement in our educational practices. We have a clear and shared understanding of what great teaching looks like and how to implement it.

“The quality of an education system cannot exceed the quality of its teachers.”

Sir Michael Barber

Knowing how students learn new content, pre-empting common misconceptions and sticking points relating to specific themes or units of work. 1.3	Ensuring starting points are clear and content is planned with high levels of challenge through accurate pre-assessment of students' knowledge. 1.4
Creating a climate of consistently high expectations, challenging all students to be academically ambitious. 2.3	Developing and encouraging resilience in students, so that they can tackle challenging tasks with confidence and independence, finding solutions without the fear of failure. 2.4
Reinforcing positive student behaviour and the need for students to take pride in every aspect of their work. 3.3	Anticipating and responding effectively and appropriately to prevent potentially disruptive behaviour incidents. 3.4
Using highly effective questioning to target, challenge and probe, aiming to make all students think deeply, whilst checking for understanding and misconceptions. 4.3	Regularly re-activating prior learning through retrieval practice, helping students to build connections and embed this knowledge until it is fluent and secure. 4.4
Providing students with timely feedback, informing them how well they are doing, guiding them on what they need to do to improve and giving them opportunities to do so. 5.3	Providing students with time to reflect on their feedback and their own learning, valuing this as an essential part of their learning journey. 5.4

Adapted for the Areté Learning Trust from the Evidence Based Education 'Great Teaching Toolkit' evidence review, June 2020

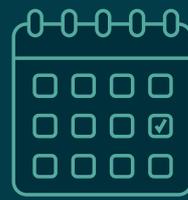
We have a Trust-wide programme of professional learning opportunities which enable our staff to be the best they can be and deliver the highest quality learning experiences for our students.

Professional Learning Elements



Face to Face Professional Learning Sessions

- Fortnightly voluntary sessions delivered by specialists in professional learning.
- All sessions relate to the half termly professional learning focus across the Trust.



Half Termly 'Teaching Sprints'

- Collaborative action research groups which come together to deliberately practise one of our chosen WalkThru techniques (taken from books by Tom Sherrington and Oliver Caviglioli).
- All techniques chosen relate to the half termly professional learning focus across the Trust.



*“Pupils are polite
and respectful.”*

Ofsted, January 2022



Regular Podcast Episodes

- Fortnightly podcast episodes hosted by ALT's Director of School Improvement.
- Interviews with ALT classroom teachers and Trust leaders about how they are turning research into practice within their classrooms and schools.



Professional Reading

- Regular opportunities to read the latest research and opinion pieces via a professional reading group led by ALT's Director of School Improvement.





- Bespoke website and mobile app.
- Central hub for collaboration and sharing of articles, ideas and advice between all ALT staff.
- Professional groups within ALT Learn aid focused conversations (e.g., subject groups, school groups, etc).





“There is a community feel in the school. Pupils arrive at school wanting to learn, and they appreciate the support that staff give them.”

Ofsted, January 2022

Positive Environment

- Our headteachers and Trust leaders foster a culture of mutual support. We believe teamwork is essential to securing success for our students.
- Our staff are actively encouraged to make decisions and take ownership of their roles. Everyone has a part to play in achieving our strategic aims and shaping the future.
- Our staff members' wellbeing is a top priority.
- Trust and school leaders actively manage and monitor staff workload.
- We have high standards of respect towards our staff which we require all visitors, parents and students to uphold.
- We uphold fair and transparent workplace guidelines and treat all members of our community with the same respect.
- Our schools are at the centre of local communities and have strong links with sports clubs, art organisations and community groups.



**“Pupils and adults speak
considerately to each
other. In classrooms, there
is a high level of respect.”**

Ofsted, January 2022



**“Expectations are high
in terms of behaviour
and learning.”**

Ofsted, January 2022

Who Are We Looking For?

**Regardless of role*,
we seek staff who:**

- Have high expectations of themselves and the people they work with.
- Are committed to our Trust values.
- Show initiative and are responsive to change.
- Have strong 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.

**Specific requirements are provided in the Job Description.*

Areté Learning Trust

Being the best we can be

aretelearningtrust.org

01642 718555

Station Road, Stokesley,
North Yorkshire TS9 5AL