



ADVANCE
LEARNING
PARTNERSHIP



ALP Primary Strategic Partner of Teaching and Curriculum

Start Date: Jan 2027

Securing **Excellent Education** through **Collaboration**

Welcome from the CEO

The Advance Learning Partnership shares a common objective across all its schools and staff:

‘Excellent Education through Collaboration’

Across ALP we have an unrelenting drive to achieve the highest possible standards for each one of our children. All staff share best practice, seek opportunities to learn from others and understand that their professional development is fundamental to a child’s success.

The ALP family of schools recognise each school as unique. The schools and their leaders share a Trust wide set of educational principles and then contextualise the principles into a working model to meet the needs of their children. The fundamental challenge of our school leaders is to ensure that the educational offer they provide must be of a standard that they would desire for their own child:

‘Your child is our child’

The Trust has established structures that ensure leaders are developed. The highest performing staff work across the Trust schools, to ensure that they are achieving the highest of educational standards. Collaborative networks across all subjects and themes are embedded into our everyday practice. ALP practice is steeped in evidence-based research and works extensively with local, regional and national educational bodies.

The Trust has a cohesive, centralised structure, consisting of a School Improvement Team and a School Support Team. The School Support Team ensure that the leaders’ focus within the schools is on the children and their education, with specialists providing the security and foundations for the educational provision, whilst the School Improvement Team support, develop, and evaluate the schools and their leaders to ensure the life chances of every child are realised. Over the coming years the Trust seeks to serve all educational pathways with professionalism, investment and shared ethical values. This will ensure the children within our care are successful and safe regardless of the challenges they may face in education and society. We have a proven record of accomplishment in delivering academic improvement. We are enormously proud of our schools, leaders, governors, teachers and support staff who serve the children so well. It is a privilege to work alongside so many dedicated and highly skilled peers who are changing lives each and every day.

Kelvin Simpson
Chief Executive Officer

Why work for Advance Learning Partnership

Advance Learning Partnership (ALP) is a child-centred, forward-thinking organisation where people truly matter. If you're looking for a role in a workplace that values collaboration, innovation, and professional growth, ALP offers the perfect opportunity to thrive.

A Culture of Excellence and Collaboration

- Our ethos, *'Your child is our child,'* underpins everything we do. We're proud to provide an environment where every decision prioritises the success of our children and the wellbeing of our team.
- As a **Times 100 Best Places to Work 2024** and **Investors in People Platinum Employer**, we are committed to creating a supportive and inclusive workplace. We were proud to be named **Medium Employer of the Year 2024** by Investors in People, highlighting our dedication to our employees.

Exceptional Benefits

- Pension Scheme with Generous Employer Contributions
- Flexible and Hybrid Working Opportunities
- Generous Annual Leave Entitlement
- Family-Friendly Policies

Wellbeing First

- Employee Assistance Programme including counselling and financial wellbeing advice.
- Health and Wellbeing Support including benefits like mental health support, physiotherapy, free flu jabs, and 24/7 GP services.
- Occupational Health Services ensuring you're looked after both physically and mentally.

Investing in Your Development

- Professional Growth: We're passionate about helping our staff develop. From bespoke CPD programmes to leadership pathways, we'll support you to achieve your career goals.
- Leadership Opportunities: Whether you're just starting out or ready to take the next step, we offer leadership development programmes to help you succeed.

Added Benefits

- Discount Schemes: Enjoy savings on shopping, travel and entertainment.
- Salary Sacrifice Options which include our electric car and cycle-to-work schemes.

Why Now?

This is an exciting time to join ALP. We are a growing organisation with a clear vision for the future, and our commitment to excellence means you'll be working in a dynamic, inclusive and forward-thinking environment.

At ALP, your contribution will make a real difference—not only to the lives of our children but also to your own personal and professional growth.

Join us and be part of something truly special.

The Role

To provide strategic leadership and implementation for teaching and curriculum across the Trust's primary schools, working with the School Improvement Team and Headteachers to secure consistently high standards of curriculum design, implementation, teaching, assessment, inclusion and pupil support.

To provide responsive, school-specific leadership and teaching support that strengthens teaching practice, curriculum leadership, school improvement, leadership capacity and sustainable practice.

To raise achievement and reduce variation across Trust primary schools by using evidence, assessment information and quality assurance to identify teaching and curriculum priorities, support improvement and evaluate impact.

To undertake the professional duties of a member of the School Improvement Team in accordance with the School Teachers' Pay and Conditions Document, with wider responsibilities determined in consultation with the Chief Executive Officer.

The Person

- Inspirational and well-qualified leader.
- Outstanding teacher with demonstrative impact
- Has high expectations for all pupils.
- Possesses excellent listening and communication skills.
- Displays a high level of organisational skills, both verbal and written.
- Displays a high level of organisational and time management proficiency.
- Cultivates a positive and inclusive learning environment, encouraging intellectual curiosity and critical thinking.
- Exemplifies the values and ethos of the school as a positive role model.
- Collaborates as a team player, demonstrating flexibility and commitment to contributing actively to a full program of extra-curricular activities.
- Exhibits excellent people management skills.

Job Description

JOB TITLE	ALP Primary Strategic Partner - Teaching and Curriculum
CONTRACT TYPE	Permanent
ACCOUNTABLE TO	Leader of School Improvement
GRADE	Leadership ISR Range L7-L11
REQUIRED	January 2027

JOB ROLE-Strategic Partner

- To provide strategic leadership of teaching and curriculum, in consultation with the School Improvement Team and Headteachers to bring about highest standards of education and pupil support.
- To support school specific leadership for school improvement and leadership development.
- To be responsible for raising achievement and ensuring high standards in the focus area across the Trust.
- To have the professional duties as a member of the School Improvement Team in accordance with School Teacher's Pay and Conditions document and wider responsibilities to be determined in consultation with the CEO.
- Contribute to the vision and values of the school and Trust.

SPECIFIC RESPONSIBILITIES- Teaching and Curriculum

- Develop and lead the Trust-wide strategy for primary teaching and curriculum.
- Quality assure curriculum design, implementation, teaching and assessment across Trust primary schools.
- Develop teachers and leaders at all levels, strengthening subject, phase and curriculum leadership.
- Model, coach and support high-quality teaching and effective curriculum implementation across the primary phase within an identified school and, where required, across the Trust.
- To provide professional leadership in the school to secure high-quality teaching and ensure improved standards of achievement for all pupils within a caring, stimulating environment.
- Contribute to the vision and values of the school and Trust.
- To ensuring the planned curriculum across primary schools is suitable and ambitious for all learners
- To ensure that foundational knowledge is secure through curriculum delivery and interventions
- To ensure high-quality adaptations to curriculum delivery facilitate progress for all pupils.

SPECIFIC RESPONSIBILITIES DATA

- Support Trust-wide primary assessment, data analysis and evaluation of pupil outcomes, using findings to shape teaching and curriculum improvement.
- Provide teaching, curriculum and quality assurance support across primary schools, with particular attention to curriculum ambition, sequencing, progression, inclusion, consistency and impact.
- To be responsible for a specific subject area (As identified by the line leader) across the full age range of the trust.
- Within a team hold responsibility for identified school curriculum development and Quality Assurance.

RESPONSIBLE FOR

- To provide excellent leadership and management to embed the vision and values of the School and the Trust and to secure the highest possible outcomes for pupils across the school
- To take full responsibility for leading and managing significant strategic initiatives in the school under the overall direction of the Headteacher.

Specific job responsibilities will depend on the successful candidate, their skills and previous experience.

Other responsibilities:

- To work with the Headteacher, School Improvement team and others to develop the school's vision, and maintain a culture and ethos that promotes effective collaboration, excellence, equality and high expectations of all pupils and staff.
- To maintain an up to date knowledge of local, national and global educational trends in data analysis, systems and processes.
- To set high standards and expectations of self, staff and pupils and to actively promote a positive school ethos .
- In collaboration with the Headteacher and Leadership Team, to identify and plan for future needs
- Working with the Headteacher and Leadership Team to develop and manage processes, systems and policies to ensure the day-to-day smooth running of the school.
- To share the school's vision and values, building these into daily practice including the delivery of assemblies and other opportunities for celebrating achievement and informing progress
- To inspire, motivate, challenge and empower others.
- Create a culture where pupils experience a positive and enriching school life.
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life.
- Ensure a culture of staff professionalism.
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school.
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy.
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate.
- To provide professional leadership in the school to secure high quality teaching and ensure improved standards of achievement for all pupils within a caring and stimulating environment.
- To contribute to the schools' monitoring and evaluation system by: regularly carrying out lesson observations, learning walks, drop in sessions and book scrutiny as part of the school's monitoring and evaluation system.
- To research, promote and disseminate strategies for raising achievement and achieving excellence
- Advise, support and quality assure some academic curriculum and phase teams in the provision and effective implementation of core curriculum procedures (e.g. Marking and Assessment Policy, Lesson Observation etc.) within the framework of whole school planning, policies and expectations.
- Working with the Headteacher and Leadership Team in establishing and monitoring the quality assurance procedures for all aspects of the school's work.
- Teaching and curriculum implementation are consistently effective and continue to improve.

- Innovative solutions are established to raise standards.

LEADERSHIP AND MANAGEMENT

- Lead by example and be a role model for all stakeholders in the academy.
- Effectively manage an agenda of continual development and the highest possible standards in all areas of academy life.
- Take the lead strategic oversight for specified areas of improvement and development and make a significant contribution to the strategic development of all areas of The Advance Learning Partnership, whether or not holding a direct responsibility for the strategic area.
- Play a key role in creating an environment where pupils and staff develop and maintain positive attitudes towards each other, the environment and the community.
- Contribute to the development and review of The Trust Development Plan, Self-Evaluation and related documentation.
- Maintain clear expectations, high standards of professionalism and collaboration to meet the school's improvement and development priorities.
- Assist in the appointment of staff and their deployment to make most effective use of their skills, expertise and experience in order to raise the standards of achievement across the academy.
- Ensure that all staff have a clear understanding of their roles and responsibilities.
- Use appropriate resources, in consultation with the Headteacher, for effective, efficient and safe teaching and learning across The Advance Learning Partnership, including accommodation, agreed budgets, staff, time, courses, development opportunities and ICT resources.
- Liaise effectively with all stakeholders, including parents, pupils, early years providers and partner schools, partner schools, business and community partners and the wider community as appropriate to designated strategic responsibilities.
- Network with other schools and academies in order to learn more about the ways that other institutions are effecting change and transformation.
- Ensure the academy is compliant with national and local legal and policy requirements.

ACHIEVEMENT AND STANDARDS

- Demonstrate high expectations and set challenging objectives for pupil performance both personally and for those who we line manage.
- Ensure a consistent and continuous focus on pupil achievement using data to track and monitor the progress in every pupils' learning.
- Challenge under-performance that acts as a barrier to pupil achievement.
- Use national, local and school data effectively to analyse and evaluate pupil progress; plan and implement effective interventions to support pupils.
- Continuously monitor and evaluate the effectiveness of learning outcomes.
- Ensure we close any gaps between different groups of pupils.

PERSONAL DEVELOPMENT AND WELL-BEING

- Ensure a consistent and continuous focus on pupil achievement, using baseline and progress data to monitor progress.
- Recognise and reward pupils who are making good progress and identify underachievement, putting in place appropriate support to help them overcome their barriers to learning.

- Support the extra-curricular programme, including pupil leadership activities.
- Support the academy in the delivery of the inclusivity and narrowing the gap agendas.
- Treat all members of the academy community fairly, equitably and with respect to maintain the School and Trust ethos.
- Ensure the safeguarding of all pupils through the implementation of effective policies and procedures.
- Ensure a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety regulations.

STAKEHOLDER ENGAGEMENT

- Ensure an effective partnership with parents to support pupils' academic and personal development.
- Seek opportunities to invite parents, carers and other members of the community into the academy to enrich opportunities for all pupils.
- Ensure parents and carers are well informed about their child's progress and targets and their part in the process or improvement.
- Seek the views of parents, carers and other members of the community on the development of the school and Advance Learning Partnership.

PROFESSIONAL DEVELOPMENT

- Keep up-to-date with current research to support the Academy's continued improvement.
- Lead professional development activities, as appropriate, to update and develop the skills of colleagues.
- Participate in Performance Appraisal in accordance with academy/ALP's policy.

QUALITY OF PROVISION

- Ensure all teaching in the schools highly effective and that pupils are engaged in outstanding learning experiences every day.
- Secure and sustain effective teaching through structured monitoring, evaluation and review.
- Monitor the quality of teaching and pupils' learning through the analysis of performance data, observation of teaching, work scrutiny, pupil interviews in collaboration with the Leadership Team.
- Contribute to the development of teaching and learning by supporting professional learning programmes, coaching and mentoring of teachers.
- Seek opportunities to collaborate with other schools and other relevant networks to share and develop excellent practice.
- Take a strategic role in the development of new and emergent technologies to enhance and extend the learning experiences of pupils.
- Implement strategies that ensure high standards of behaviour.
- Promote extra-curricular activities and out of hours learning to enhance opportunities.

STUDENT OUTCOMES

- Be accountable for the performance of pupils against targets in the appropriate curriculum area(s).
- Prepare reports as required analysing pupil progress and performance in the designated area.
- Establish and maintain a safe, healthy and attractive environment for learning.

Person Specification		Essential	Desirable
Application	Application form, CV and a well-structured letter of application indicating interests and strengths in the role.	*	
	Fully supported in references.	*	
Qualifications and Professional Development	Qualified Teacher Status.	*	
	Qualified to Degree Level.	*	
	Evidence of further CPD.	*	
	A relevant post-graduate qualification in education or management.		*
	Track record of providing inspiration, strategic thinking, planning and strong leadership and achieving successful outcomes for pupils, staff and governors.	*	
	Track record of delivering and sustaining progressive improvements in achievement through quality of teaching and learning.	*	
	Experience of implementing a successful school-wide strategy that has supported learning and achievement.	*	
	Experience of successful and robust budget and staff management.		*
	Experience of working in a multi-academy trust environment.		*
Knowledge and Understanding	Detailed knowledge of current curriculum and assessment issues.	*	
	Full knowledge of the current Ofsted framework.	*	
	Excellent knowledge and understanding of the use of data and key performance indicators in determining benchmarks to set school targets.	*	
	Up to date knowledge of innovation in educational legislation, research, policy and practise.	*	
	Knowledge and understanding of the role of the Governing Body and the Headteacher's accountabilities to this body.	*	
	Experience of senior leadership and XXXX improvements.		
	Up to date knowledge of legislation and best practice in academy management and development.		*
	Knowledge of effective technologies to support teaching, learning and management.		*
Skills and abilities	Excellent communication skills, both verbal and written, with the ability to negotiate and consult tactfully and effectively; to achieve desirable outcomes.	*	
	Strong ability to present to a wide range of audiences.	*	
	Excellent ability to make well-judged decisions based upon accurate analysis and interpretation of appropriate data or information.	*	
	High level pro-active and creative thinking to anticipate issues, address problems and pursue opportunities.	*	
	Strong resilience and mental toughness to operate in a challenging environment.	*	
	Readiness to seek and respond to advice and guidance.	*	
	Excellent collaborative working skills to perform effectively as part of the wider team of the Trust.	*	
	Expert and robust people management and leadership skills; to lead by example.	*	
	Determination to promote equality of opportunity throughout all aspects of academy life.	*	
	Ability to set, expect and monitor excellent standards.	*	

	Strong ability and drive to achieve challenging personal and organisational goals.	*	
Other Attributes	Evidence of having undertaken recent and relevant continuous professional development and to demonstrate the impact of this in work practice.	*	

Assessment against the criteria above will be through the application form, letter of application, work related assessments, interview process and references.

Application Guidance

Please return a completed application form in full ensuring you have provided accurate information, including the names, addresses and relevant contact details of two referees together with your letter of application.

The letter of application should be no more than two sides of A4 and should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification. Applications received after the closing date/time will not be considered.

Please ensure you also complete and return the required DCCR form. Completed applications must be received by the trust by **9am, Friday 16th October 2026** addressed to:

Advance Learning Partnership
Whitworth Lane
Spennymoor
Co. Durham
DL16 7LN

or by e-mail to the trust, alphr@alplearning.org.uk

AFTER SUBMITTING YOUR APPLICATION

If you have not heard from us within 4 weeks please assume that you have been unsuccessful on this occasion.

Shortlisted Candidate Guidance

REFERENCES

References will be requested prior to interview, except for non-teaching roles where there are exceptional circumstances, and the applicant does not give consent to do so on the application form.

DIGITAL CHECKS

Online searches may be conducted as part of the Trust's due diligence checks. [Section 226. KCSIE 2024.](#)

DBS

Advance Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

PRE-OCCUPATIONAL HEALTH

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

EQUAL OPPORTUNITIES

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

As a disability confident employer, we are committed to employing disabled people and people with health conditions making reasonable adjustments to support disabled applicants when required.

The Role

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The Person

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- Outstanding teacher with demonstrative impact
- Has high expectations for all pupils.

- Possesses excellent listening and communication skills.
- Displays a high level of organisational skills, both verbal and written.
- Displays a high level of organisational and time management proficiency.
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- Exemplifies the values and ethos of the school as a positive role model.
- Collaborates as a team player, demonstrating flexibility and commitment to contributing actively to a full program of extra-curricular activities.
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SPECIFIC RESPONSIBILITIES DATA

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Specific job responsibilities will depend on the successful candidate, their skills and previous experience.

Other responsibilities:

- To work with the Headteacher, School Improvement team and others to develop the school's vision, and maintain a culture and ethos that promotes effective collaboration, excellence, equality and high expectations of all pupils and staff.
- To maintain an up to date knowledge of local, national and global educational trends in data analysis, systems and processes.
- To set high standards and expectations of self, staff and pupils and to actively promote a positive school ethos .
- In collaboration with the Headteacher and Leadership Team, to identify and plan for future needs
- Working with the Headteacher and Leadership Team to develop and manage processes, systems and policies to ensure the day-to-day smooth running of the school.
- To share the school's vision and values, building these into daily practice including the delivery of assemblies and other opportunities for celebrating achievement and informing progress
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- Ensure a culture of staff professionalism.
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- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy.
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate.
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- To contribute to the schools' monitoring and evaluation system by: regularly carrying out lesson observations, learning walks, drop in sessions and book scrutiny as part of the school's monitoring and evaluation system.
- To research, promote and disseminate strategies for raising achievement and achieving excellence
- Advise, support and quality assure some academic curriculum and phase teams in the provision and effective implementation of core curriculum procedures (e.g. Marking and Assessment Policy, Lesson Observation etc.) within the framework of whole school planning, policies and expectations.
- Working with the Headteacher and Leadership Team in establishing and monitoring the quality assurance procedures for all aspects of the school's work.
- Teaching and curriculum implementation are consistently effective and continue to improve.
- Innovative solutions are established to raise standards.

LEADERSHIP AND MANAGEMENT

- Lead by example and be a role model for all stakeholders in the academy.
- Effectively manage an agenda of continual development and the highest possible standards in all areas of academy life.
- Take the lead strategic oversight for specified areas of improvement and development and make a significant contribution to the strategic development of all areas of The Advance Learning Partnership, whether or not holding a direct responsibility for the strategic area.
- Play a key role in creating an environment where pupils and staff develop and maintain positive attitudes towards each other, the environment and the community.
- Contribute to the development and review of The Trust Development Plan, Self-Evaluation and related documentation.
- Maintain clear expectations, high standards of professionalism and collaboration to meet the school's improvement and development priorities.
- Assist in the appointment of staff and their deployment to make most effective use of their skills, expertise and experience in order to raise the standards of achievement across the academy.
- Ensure that all staff have a clear understanding of their roles and responsibilities.
- Use appropriate resources, in consultation with the Headteacher, for effective, efficient and safe teaching and learning across The Advance Learning Partnership, including accommodation, agreed budgets, staff, time, courses, development opportunities and ICT resources.
- Liaise effectively with all stakeholders, including parents, pupils, early years providers and partner schools, partner schools, business and community partners and the wider community as appropriate to designated strategic responsibilities.
- Network with other schools and academies in order to learn more about the ways that other institutions are effecting change and transformation.
- Ensure the academy is compliant with national and local legal and policy requirements.

ACHIEVEMENT AND STANDARDS

- Demonstrate high expectations and set challenging objectives for pupil performance both personally and for those who we line manage.
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- Challenge under-performance that acts as a barrier to pupil achievement.
- Use national, local and school data effectively to analyse and evaluate pupil progress; plan and implement effective interventions to support pupils.
- Continuously monitor and evaluate the effectiveness of learning outcomes.
- Ensure we close any gaps between different groups of pupils.

PERSONAL DEVELOPMENT AND WELL-BEING

- Ensure a consistent and continuous focus on pupil achievement, using baseline and progress data to monitor progress.
- Recognise and reward pupils who are making good progress and identify underachievement, putting in place appropriate support to help them overcome their barriers to learning.
- Support the extra-curricular programme, including pupil leadership activities.

- Support the academy in the delivery of the inclusivity and narrowing the gap agendas.
- Treat all members of the academy community fairly, equitably and with respect to maintain the School and Trust ethos.
- Ensure the safeguarding of all pupils through the implementation of effective policies and procedures.
- Ensure a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety regulations.

STAKEHOLDER ENGAGEMENT

- Ensure an effective partnership with parents to support pupils' academic and personal development.
- Seek opportunities to invite parents, carers and other members of the community into the academy to enrich opportunities for all pupils.
- Ensure parents and carers are well informed about their child's progress and targets and their part in the process or improvement.
- Seek the views of parents, carers and other members of the community on the development of the school and Advance Learning Partnership.

PROFESSIONAL DEVELOPMENT

- Keep up-to-date with current research to support the Academy's continued improvement.
- Lead professional development activities, as appropriate, to update and develop the skills of colleagues.
- Participate in Performance Appraisal in accordance with academy/ALP's policy.

QUALITY OF PROVISION

- Ensure all teaching in the schools highly effective and that pupils are engaged in outstanding learning experiences every day.
- Secure and sustain effective teaching through structured monitoring, evaluation and review.
- Monitor the quality of teaching and pupils' learning through the analysis of performance data, observation of teaching, work scrutiny, pupil interviews in collaboration with the Leadership Team.
- Contribute to the development of teaching and learning by supporting professional learning programmes, coaching and mentoring of teachers.
- Seek opportunities to collaborate with other schools and other relevant networks to share and develop excellent practice.
- Take a strategic role in the development of new and emergent technologies to enhance and extend the learning experiences of pupils.
- Implement strategies that ensure high standards of behaviour.
- Promote extra-curricular activities and out of hours learning to enhance opportunities.

STUDENT OUTCOMES

- Be accountable for the performance of pupils against targets in the appropriate curriculum area(s).
- Prepare reports as required analysing pupil progress and performance in the designated area.
- Establish and maintain a safe, healthy and attractive environment for learning.

Person Specification		Essential	Desirable
Application	Application form, CV and a well-structured letter of application indicating interests and strengths in the role.	*	
	Fully supported in references.	*	
Qualifications and Professional Development	Qualified Teacher Status.	*	
	Qualified to Degree Level.	*	
	Evidence of further CPD.	*	
	A relevant post-graduate qualification in education or management.		*
	Track record of providing inspiration, strategic thinking, planning and strong leadership and achieving successful outcomes for pupils, staff and governors.	*	
	Track record of delivering and sustaining progressive improvements in achievement through quality of teaching and learning.	*	
	Experience of implementing a successful school-wide strategy that has supported learning and achievement.	*	
	Experience of successful and robust budget and staff management.		*
	Experience of working in a multi-academy trust environment.		*
Knowledge and Understanding	Detailed knowledge of current curriculum and assessment issues.	*	
	Full knowledge of the current Ofsted framework.	*	
	Excellent knowledge and understanding of the use of data and key performance indicators in determining benchmarks to set school targets.	*	
	Up to date knowledge of innovation in educational legislation, research, policy and practise.	*	
	Knowledge and understanding of the role of the Governing Body and the Headteacher's accountabilities to this body.	*	
	Experience of senior leadership and XXXX improvements.		
	Up to date knowledge of legislation and best practice in academy management and development.		*
	Knowledge of effective technologies to support teaching, learning and management.		*
Skills and abilities	Excellent communication skills, both verbal and written, with the ability to negotiate and consult tactfully and effectively; to achieve desirable outcomes.	*	
	Strong ability to present to a wide range of audiences.	*	
	Excellent ability to make well-judged decisions based upon accurate analysis and interpretation of appropriate data or information.	*	
	High level pro-active and creative thinking to anticipate issues, address problems and pursue opportunities.	*	
	Strong resilience and mental toughness to operate in a challenging environment.	*	
	Readiness to seek and respond to advice and guidance.	*	
	Excellent collaborative working skills to perform effectively as part of the wider team of the Trust.	*	
	Expert and robust people management and leadership skills; to lead by example.	*	
	Determination to promote equality of opportunity throughout all aspects of academy life.	*	
	Ability to set, expect and monitor excellent standards.	*	
	Strong ability and drive to achieve challenging personal and organisational goals.	*	
Other Attributes	Evidence of having undertaken recent and relevant continuous professional development and to demonstrate the impact of this in work practice.	*	

Assessment against the criteria above will be through the application form, letter of application, work related assessments, interview process and references.

Application Guidance

Please return a completed application form in full ensuring you have provided accurate information, including the names, addresses and relevant contact details of two referees together with your letter of application.

The letter of application should be no more than two sides of A4 and should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification. Applications received after the closing date/time will not be considered.

Please ensure you also complete and return the required DCCR form. Completed applications must be received by the trust by 9am, Friday 16th October 2026 addressed to:

Advance Learning Partnership
Whitworth Lane
Spennymoor
Co. Durham
DL16 7LN

or by e-mail to the trust, alphr@alplearning.org.uk

AFTER SUBMITTING YOUR APPLICATION

If you have not heard from us within 4 weeks please assume that you have been unsuccessful on this occasion.

Shortlisted Candidate Guidance

REFERENCES

References will be requested prior to interview, except for non-teaching roles where there are exceptional circumstances, and the applicant does not give consent to do so on the application form.

DIGITAL CHECKS

Online searches may be conducted as part of the Trust's due diligence checks. [Section 226. KCSIE 2024.](#)

DBS

Advance Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

PRE-OCCUPATIONAL HEALTH

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

EQUAL OPPORTUNITIES

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

As a disability confident employer, we are committed to employing disabled people and people with health conditions making reasonable adjustments to support disabled applicants when required.