Four Hills Education Trust

Where Every Step is Shaped with **CARE**

DIRECTOR OF SCHOOL FLOURISHING & SUPPORT

Role Title: Director of
Reports to: Chief Executive Officer
Location: Central Team (with regular presence in all Trust schools)
Contract: Full-time, permanent
Start Date: September 2026

Four Hill Education Trust
Address: C/O Millbrook Primary School & Nursery, Grainger Drive, Leegomery, Telford, Shropshire, United Kingdom, TF1 6UJ
Telephone: 01952 387640
Email: Enquiries@fourhillseducationTrust.org.uk
Website: www.fourhillseducationTrust.org.uk

Job Description & Person Specification

Detailed Role Overview: Director of School Flourishing

The Director of School Flourishing is a newly created, senior post within the Four Hills Education Trust's central team. This role is designed to provide visible, expert educational leadership and hands-on support across all five Trust schools, working in close partnership with the CEO and with time the Trust Development Leader.

The Director will be a Trusted point of contact and key adviser for headteachers and school teams, offering both strategic direction and practical, day-to-day guidance. This is not a traditional "Director of Education" role; it blends high-level school improvement expertise with a strong operational presence in schools. The postholder will spend significant time in each school, building relationships, understanding context, and responding rapidly to emerging needs.

A key part of the role is to lead on professional development and Ofsted readiness, ensuring that all schools are well-prepared and that staff across the Trust benefit from high-quality, relevant CPD. The Director will also play a pivotal role in developing and delivering an outreach and CPD offer to schools beyond the Trust, supporting the Trust's growth strategy and reputation for excellence.

The postholder will need to be a current or former headteacher, ideally with Ofsted inspector training, and have a proven track record in raising attainment, developing staff, and implementing trauma-informed and relational practices. Critically, the Director must be an expert in behaviour, with particular expertise in Social, Emotional and Mental Health (SEMH), able to support schools in developing inclusive, positive behaviour cultures and responding to complex needs. They will work collaboratively with the Trust Development Leader to design and deliver a Trust-wide CPD plan, facilitate working groups, and foster networks both within and beyond the Trust.

Main Purpose of the Role

- Provide visible, expert educational leadership and hands-on support across all Trust schools.
- Act as the primary source of support and advice for headteachers and staff, offering guidance, coaching, and practical solutions.
- Drive school improvement, attainment, and progress, ensuring the Trust's vision and values are enabled to flourish in every setting.
- Lead on CPD, Ofsted readiness, and trauma-informed, relational, and behaviour (SEMH) practice across the Trust.
- Develop and deliver a CPD and outreach offer to external schools, supporting the Trust's growth strategy.

Key Features of the Role

Strategic Leadership & School Improvement

- Work with the CEO to shape and deliver the Trust's educational strategy, aligned to its vision, values, and growth ambitions.
- Lead on the development, implementation, and evaluation of school improvement plans, working closely with the Trust Development Leader.
- Support and challenge headteachers and school leaders to raise standards, improve outcomes, and embed best practice.
- Ensure robust quality assurance, data analysis, and evidence-based decision-making.
- Jointly lead development and implementation of the Trust Teaching & Learning Framework.
- Jointly lead trust-wide systems for evaluating and improving teaching quality.
- Jointly lead curriculum innovation.
- Provide strategic educational leadership to Headteachers.
- Lead trust-wide educational inclusion strategy

Operational Support & Visible Leadership

- Be regularly present in each Trust school, building strong relationships and providing hands-on support.
- Serve as the principal point of contact alongside CEO for headteachers and staff, offering advice, coaching, and problem-solving on a wide range of issues.
- Model and promote trauma-informed, relational, and behaviour (SEMH) approaches, supporting staff wellbeing and inclusive practice.

Behaviour, SEMH, and SEND Expertise

- Act as the Trust's lead expert on behaviour, with a particular focus on Social, Emotional and Mental Health (SEMH).
- Support schools in developing and sustaining positive, inclusive behaviour cultures.
- Provide guidance and intervention strategies for complex behaviour and SEMH needs.
- Champion and support the development of provision for children with complex SEND needs, including the implementation and ongoing improvement of hub models, nurture provision, and specialist support across the Trust.

- Lead on CPD and training for staff in behaviour management, SEMH, and trauma-informed practice.

CPD, Ofsted, and Outreach

- Lead on Ofsted readiness, including updates, training, and support for all schools; ideally provide Ofsted inspector-level expertise.
- Develop and deliver a Trust-wide CPD plan, working with time the Trust Development Leader and external partners.
- Design and promote a CPD and outreach offer for schools beyond the Trust, supporting the Trust's growth strategy.

Collaboration & Partnerships

- Facilitate working groups and networks across the Trust, sharing best practice and driving innovation.
- Build partnerships with external organisations, networks, and schools to enhance opportunities for staff and children.

Ethical Leadership & Values

- Uphold and model the Trust's CARE values (Critical thinking, Aspiration, Resilience, Empathy) and ethical leadership principles in all aspects of the role.
- Ensure all work is grounded in integrity, inclusivity, and a commitment to the best interests of children, staff, and communities.

Other Duties

- Undertake any other duties commensurate with the role, as agreed with the CEO.

Embedding Trust Values & Ethical Leadership

- This role is central to realising the Four Hills Education Trust's vision of nurturing confident, curious learners and supporting all stakeholders through collaboration, high expectations, and inclusive practice. The postholder must model the CARE values and act with integrity, honesty, and accountability at all times

Person Specification: Director of School Flourishing

Assessment Methods Key:

- **App** = Application (assessed via application form/CV)
- **Int** = Interview (assessed during interview)
- **Ass** = Assessment or Task (assessed via practical task, presentation, or other activity)

Essential Criteria

Education, Qualification and Professional Development

Criteria	Assessment Method
Educational Leadership	App
Qualified teacher status	App
Recent participation in a range of professional learning or training	App
NPQEL Qualification or willingness to undertake	App

Experience, Professional Skills and Knowledge

Criteria	Assessment Method
Significant proven leadership experience with demonstratable impact in an educational setting, either mainstream or SEND as Headteacher	App
Proven track record of improving educational outcomes and child performance	App
Extensive experience of using assessment data and other qualitative information to analyse and inform decision-making	App, Ass
Experience of and proven track record of effective implementation of school improvement at scale	App, Int, Ass
Experience of working with children and/or young adults with SEND with evidence of a clear understanding of the differences in the way that young people learn	App, Int, Ass

Experience with budget management and resource allocation in an educational context	App, Ass
Strong conflict resolution skills	App, Int, Ass
Experience of leading, managing and motivating teams of people, building effective relationships at all levels within an organisation and across organisations, displaying people management skills such as leadership, vision, communication, motivation, constructive challenge and delegation	App, Int, Ass
Experience in curriculum development and implementation	App, Int, Ass
A deep understanding of what represents quality in education in SEND, within the context of Ofsted frameworks	App, Int, Ass
Strong leadership and management skills, with the ability to inspire and motivate staff	App, Int, Ass
Excellent communication and interpersonal skills, capable of engaging diverse stakeholders	App, Int, Ass
Strategic thinking and planning abilities, with a focus on achieving long-term educational goals	App, Int, Ass
In-depth knowledge of current educational policies, regulations, and best practices	App, Int, Ass
Understanding of curriculum standards and assessment methods	App, Int, Ass
Familiarity with community engagement strategies and partnerships	App, Int, Ass
Awareness of issues related to equity, diversity, and inclusion in education	App, Int, Ass
Be able to evidence in-depth knowledge and understanding of EHCP processes and the importance of legal compliance	App, Int, Ass
Up-to-date knowledge of safeguarding legislation, statutory guidance, and best practice; demonstrable commitment to promoting the welfare and safeguarding of children and young people	App, Int
Demonstrate high levels of personal organisation, with excellent time management and demonstrate high levels of emotional resilience and emotional intelligence	Ass
Show compassion and empathy in dealing with people and issues, acting calmly under pressure	Int, Ass

Explicit knowledge and practical application of the Nolan Principles of Ethical Leadership	App, Int, Ass
Proven ability to build and embed consistency across multiple settings	App, Int, Ass
Experience implementing frameworks for teaching, curriculum, assessment	
Experience implementing frameworks for teaching, curriculum, assessment	

Personal Qualities and Attributes

Criteria	Assessment Method
Visionary leader with a passion for education and child success	App
Collaborative approach to leadership, fostering a team-oriented culture	App, Int, Ass
Innovative mindset, open to new ideas and approaches in education	App, Int, Ass
High levels of integrity and professionalism	App, Int
Adaptability and resilience in a dynamic educational environment	App, Int
Commitment to lifelong learning and professional development	App, Int
Display appropriate coping strategies, including sense of proportion and a sense of humour. Evidence of an ability to support colleagues effectively in relation to the demands of their role	App, Int, Ass
Demonstrate dynamic leadership styles and management approaches according to context	Int, Ass

Desirable Criteria

Criteria	Assessment Method
Ofsted Inspector (current or recent) or Ofsted inspector training/experience	App, Int
Experience of working in or with a multi-academy Trust	App, Int
Experience of designing and delivering outreach/CPD offers to external schools	App, Int
Experience of working with governors/Trustees	App, Int
Knowledge of the local and national education landscape	App, Int