



Areté 
Learning Trust

Being the best we can be

Areté Learning Trust

Recruitment Brochure

Message From ALT

“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. We 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 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.

Areté Learning Trust



Who Are We?

Our Academies

Areté Learning Trust is a family of three secondary academies and one primary across North Yorkshire. We were established in 2015 when Stokesley School converted to academy status, and have since been joined by Richmond School, Northallerton School, and Mill Hill Primary.



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



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 students to leave our academies having achieved well, strengthened by our values and aspirations.

Ensure all students 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.



“The Trust’s aspiration for every child ‘being the best they can be’ is shared across its schools. The headteachers appreciate their autonomy in customising this broad vision to meet the needs of their individual schools and communities.”

Ofsted, July 2022

Our Five Pillars for Success

01

Students

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

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

Families

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.

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

Understanding the content	1 Having deep subject knowledge of the content being taught, enabling students to be appropriately challenged above and beyond their stage and age. 1.1	1.2 Coherently planning, and sequencing skills, content and knowledge over time.	1.3 Knowing how students learn new content, pre-empting common misconceptions and sticking points relating to specific themes or units of work.	1.4 Ensuring starting points are clear and content is planned with high levels of challenge through accurate pre-assessment of students' knowledge.
Creating a supporting environment	2 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. 2.1	2.2 Being sensitive to, and professionally aware of, the range of individual needs of students.	2.3 Creating a climate of consistently high expectations, challenging all students to be academically ambitious.	2.4 Developing and encouraging resilience in students, so that they can tackle challenging tasks with confidence and independence, finding solutions without the fear of failure.
Maximising the opportunity to learn	3 Managing time and resources efficiently in the classroom to maximise productivity and student challenge, whilst minimising any wasted time. 3.1	3.2 Consistently applying clear classroom rules, routines and expectations that have been built up over time and make a significant impact on learning.	3.3 Reinforcing positive student behaviour and the need for students to take pride in every aspect of their work.	3.4 Anticipating and responding effectively and appropriately to prevent potentially disruptive behaviour incidents.
Activating deep thinking	4 Presenting and communicating new ideas and challenging concepts with concise, appropriate and engaging explanations. 4.1	4.2 Modelling and deconstructing procedures and worked examples with appropriate scaffolding, to support high expectations and standards for all students.	4.3 Using highly effective questioning to target, challenge and probe, aiming to make all students think deeply, whilst checking for understanding and misconceptions.	4.4 Regularly re-activating prior learning through retrieval practice, helping students to build connections and embed this knowledge until it is fluent and secure.
Using assessment as a vehicle for learning	5 Constructing and selecting formative and summative assessments as valid and reliable learning instruments, not just as measurement tools. 5.1	5.2 Accurately and effectively assessing student progress over time, leading to diagnostic responsive teaching, based on student needs and rates of progress.	5.3 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.	5.4 Providing students with time to reflect on their feedback and their own learning, valuing this as an essential part of their learning journey.

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

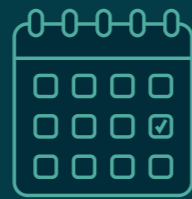
“Leaders are establishing digital networks to share good practice across staff, with access to resources and discussion forums.”

Ofsted, July 2022



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.



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.



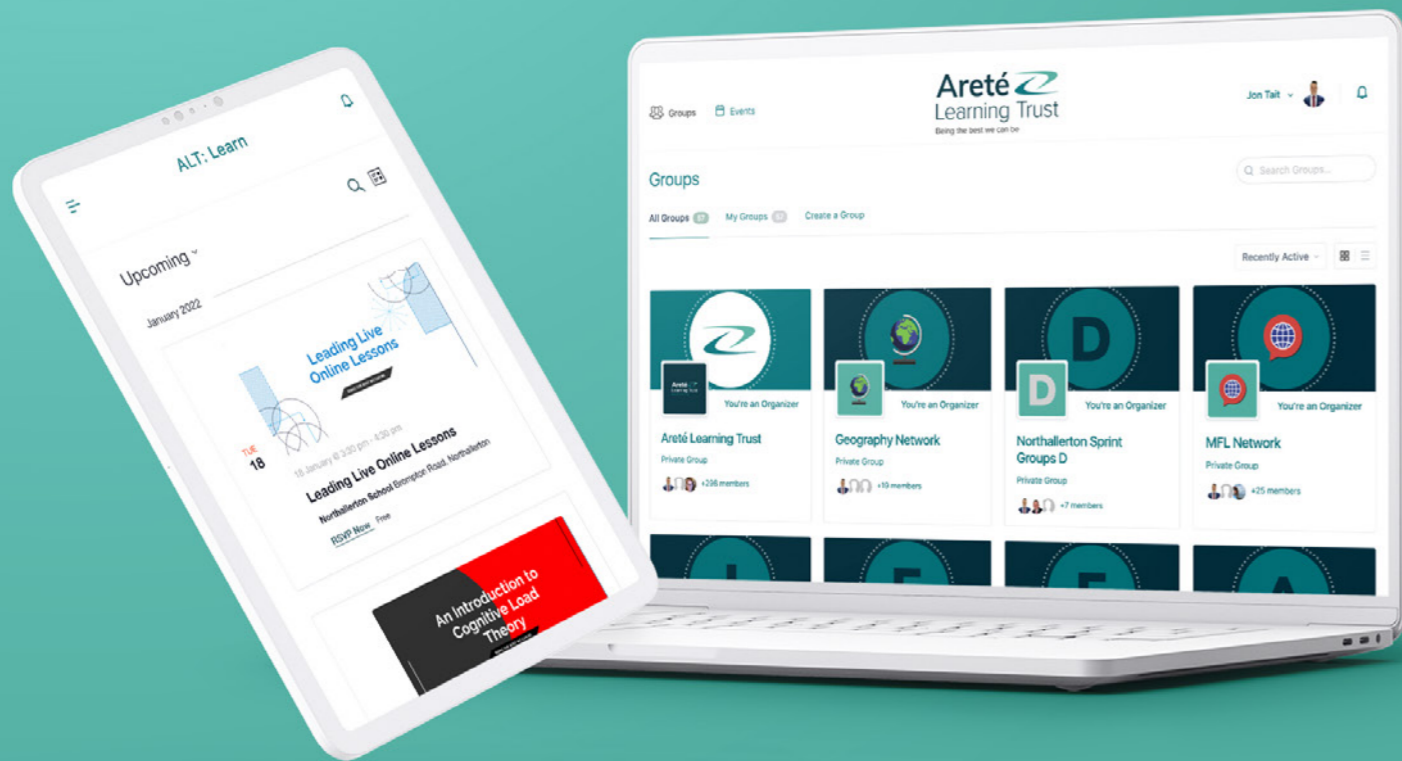
Professional Reading

- 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).




“Trust leaders enable the headteachers to develop their own behaviour policies, contributing to good standards of behaviour across all schools.”

Ofsted, July 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.



“Leaders anticipate and prepare for the Trust’s future needs.”

Ofsted, July 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.

“The CEO and deputy CEO use their knowledge and experience to develop the expertise of staff. Headteachers are extending the impact of their work by leading on Trust-wide initiatives.”

Ofsted, July 2022

*Specific requirements are provided in the Job Description.

Words From Our Staff



Ashleigh Powell

Maths Teacher at Northallerton

“In previous schools I worked in, I was kind of left to my own devices. Here, they have a very good structure of development, so I’m able to talk to some of the Heads of the Trust to make improvements and share practices.”



Teaching Staff

Teaching Staff



Michael Cadell

History & Geography Teacher at Northallerton

“Being part of the Trust’s growth has been an absolutely fantastic experience. I found a supportive management team, an incredible set of colleagues, and the opportunity to develop in your career through fantastic CPD.”

Donna-Marie Brosnan

Assistant Headteacher of Behaviour, Attitudes & Attendance at Stokesley

“We are a growing Trust, but it’s great that we are not growing at a pace we can’t keep up with. The Trust embraces who you are and gives you appropriate challenges – we’re allowed to make mistakes in order to grow.”



Support Staff

Jon Giddens

Maintenance Manager at Richmond

"I'm given plenty of freedom and time to plan, execute and coordinate whatever task at hand. I'm in constant communication with the Trust's Operations Officer to see whether we require any training specific to our role."



Support Staff

Mick Fenwick

Headteacher at Stokesley

"The Trust mission statement of helping everybody to be the best that they can be permeates all of the schools. Everybody works collaboratively to achieve this goal: students, staff, parents and carers, the local community, and wider partnerships."



Leadership Team

Ceri Dennis

Admin Manager at Richmond

"I've seen how the Trust has grown in experience and size, and it's been a great opportunity to work with a great team of people. It encourages you to work independently while knowing that you have the backup of a team, should you need it!"



Support Staff

Tom Braham

Assistant Headteacher at Richmond

"I find the work with the Trust supportive and positive. It significantly helped me progress in my career in the last five years. Whenever I was stuck in my new senior role, I had people to turn to for support."



Support Staff

Leadership Team

Rebecca Bainbridge

Headteacher at Mill Hill

"The best part of the journey has been working with professionals who are excited about education. It can be very isolating working within a school just by yourself, so talking and sharing ideas with other people has been amazing."



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aretelearningtrust.org

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