



RECRUITMENT PACK · 2026

THE DUCHESS'S COMMUNITY HIGH SCHOOL · A PELE TRUST SCHOOL

ASSISTANT HEADTEACHER · TEACHING & LEARNING

Teaching is the work.

A leadership role for someone who believes that school improvement happens in **ordinary lessons, on ordinary days**, and who is hungry to make ours better.

We have built something that works. Now we want someone with the appetite, and the licence, to make it better.

REQUIRED FROM

January 2027

CLOSING DATE

Midday, Mon 12 Oct

LOCATION

Alnwick, Northumberland

THE ROLE IN 30 SECONDS

Everything you need before you read on.

Salary

£68,691–£75,664

Leadership scale L11–L15 · permanent, full-time

REQUIRED FROM

**JANUARY
2027**

THE SCHOOL

The Duchess's Community High School

Secondary, ages 11–18, serving Alnwick and the villages of rural north Northumberland.

THE TRUST

Pele Trust

A multi-academy trust of fourteen primary and secondary schools across Northumberland and North Tyneside.

CLOSING DATE

Midday, Monday 12 October 2026

Shortlisted candidates will be contacted by 5pm on Tuesday 13 October.

INTERVIEWS

Thursday 15 October 2026

A single day, in person at the school, including teaching a lesson.

VISIT BEFORE APPLYING

Strongly encouraged

Contact **Teresa Donaldson** · t.donaldson@dchs.uk

APPLY TO

Lynsey Willis

l.willis@dchs.uk · Application form plus a two-page covering letter.

IN THIS PACK

03 From the Headteacher**05** How teaching works here**07** Voices from the classroom**09** Your first year**11** How to apply**14** Person specification**04** Welcome from the Chair**06** How professional development runs**08** The role**10** Alnwick & our community**12** Job description**16** About Pele Trust



A LETTER FROM

James Wilson

Headteacher · The Duchess's Community High School

We have changed the culture. The next phase of our work happens in the classroom.

Dear prospective candidate,

Thank you for looking at this post. I want to be straightforward about why it matters to us.

Over the past three years, the culture of this school has changed. Removals from lessons have fallen by around 80 per cent, and teachers here can now teach without the constant interruption that too many schools still accept as normal. That did not come from a slogan. It came from the same expectations, applied consistently, in every room, every day. Students who disrupt learning, whether by arriving late or by disrupting the lesson, go to a central removal room for the rest of that lesson, so the teacher can teach and the class can learn uninterrupted.

That work created the conditions. This role is about what we do with them. The gains in teaching so far have not come from a new framework or a new acronym, but from the patient work of getting ordinary lessons right: clear explanations, checking what students have actually understood, and doing the same good things reliably in every room. Teaching at DCHS is strong in many classrooms and less consistent in others. Closing that gap is the single most valuable thing anyone could do for our students, and it is the heart of this role.

I should be equally honest about what I am not looking for. I am not looking for someone carrying a folder of strategies in search of a school to try them on. I am looking for a leader who is genuinely curious about what is happening in our classrooms, who is willing to go and find out, and who can then help colleagues improve without making them feel judged.

That requires a particular kind of person. Someone who teaches well and is content to keep teaching. Someone who reads and thinks, but holds ideas lightly enough to abandon them when they do not work here. Someone who understands that trust is the precondition for improvement.

I want to be clear about the licence attached to this post. We have built a professional development structure that I am proud of, and we have a shared language for teaching that staff know and use. None of it is sacred. If you come here and conclude that part of it is not working, I want you to say so and I will back you in changing it. What I would ask is that you understand it properly before you do, which is why the job starts in January rather than September.

You would join a staff team who want to be better. That is not a throwaway line. The appetite here is real, and it deserves leadership that matches it. You would also join a school that protects the conditions for this work: our workload charter is not decoration, and I will defend the time you need to do the job properly.

If any of this resonates, please come and see us. Walk the building on a normal day, sit in some lessons, and talk to staff without me in the room. A pack can only tell you so much.

Yours faithfully,

James Wilson

Headteacher, The Duchess's Community High School



A LETTER FROM

Lalage Bosanquet

Chair of the Academy Committee

Improvement in teaching is rarely dramatic. It shows up quietly, in a class that understands something this year that a similar class did not understand last year.

Dear prospective candidate,

On behalf of the Academy Committee, it is a pleasure to welcome your interest in The Duchess's Community High School.

I have chaired the Academy Committee here for many years, so I make no claim to neutrality. What I can offer instead is perspective. I have seen this school move to a two-tier secondary system, settle into a wonderful new building, and become an academy within Pele Trust. Each of those was a significant undertaking, and each time the thing that carried the school through was the quality of the people standing in front of classes.

Our attention as a committee has shifted over recent years. We spend considerably less time on reports and considerably more on what is actually happening in lessons: what is being taught, how well it is understood, and whether the experience of a student in one subject bears any resemblance to their experience in another. That change was deliberate. It means the person appointed to this role will be visible to us, and will be supported by us.

We are looking for someone with real ambition for our students, the confidence to change what is not working, and genuine patience with the work. Improvement in teaching does not announce itself. It accumulates. It is the kind of progress that only becomes obvious in hindsight, and it requires a leader willing to keep going when there is nothing yet to show for it.

I would add one thing. This is a school that people are proud of. Families here choose it, stay with it, and expect a great deal of it. Whoever takes this role will be working on something that the community genuinely cares about, which is a privilege as much as a responsibility.

If that sounds like the work you want to do, I very much hope to hear from you.

Yours faithfully,

Lalage Bosanquet

Chair of the Academy Committee

WHAT WE BELIEVE ABOUT TEACHING

How teaching works here.

We teach from a shared framework, drawn from *Making Every Lesson Count*. Three strands, one habit underneath them, and a common language that staff actually use. It is well established. It is not finished, and it is not sacred.

01**Modelling & explanation**

Showing students what good looks like, and thinking aloud so the process is visible rather than assumed.

02**Questioning & feedback**

Questions that make every student think, and feedback that tells them what to do next rather than how they did.

03**Challenge & practice**

Expecting more than students think they can do, then giving them enough practice to make it secure.

**UNDERNEATH
ALL THREE**

Checking for understanding. The habit everything else depends on. Finding out what students have genuinely grasped, before moving on, and adapting there and then.

A The ordinary lesson is the unit of improvement

We are interested in the typical lesson on a wet Thursday in February, not the showcase. Raising the floor matters more to us than raising the ceiling.

B Teaching is learned, not innate

Nobody arrives finished. Professional development is timetabled, protected and for everyone, from trainees to the Headteacher.

C Develop, do not judge

We look at lessons to find out what is happening, not to grade them. Teachers here should be able to be seen on an ordinary day without fear.

D Evidence, not impressions

Every drop-in is recorded in Oswald, our own school platform, so leaders can spot trends across faculties and CPD cycles rather than rely on impressions. The same record lets us quality assure the quality assurance: whether visits are happening as planned, and whether each CPD focus is showing up in lessons.

THE ENGINE YOU WOULD BE RUNNING

Twelve cycles a year.

We have given professional development the thing it usually lacks: time. Every department meeting is a CPD meeting. Whole-staff development runs every Tuesday morning before school. The year is then divided into twelve three-week cycles.

WEEK ONE**Find out**

Faculties look at what is working and what is not in their own classrooms. The picture is built at subject level, by the people who teach it.

WEEK TWO**Keep looking**

The enquiry continues, so the conclusion rests on more than a single week and a single lesson. Faculties agree what the need actually is.

WEEK THREE**Deliver**

CPD responds to what was actually found, rather than to a programme written in August. Then the next cycle begins by checking whether it changed anything.

AND THEN

Every cycle opens by testing the impact of the one before it. That loop is the point of the whole structure, and it is the part that is hardest to keep honest.

EVERY TUESDAY MORNING**Whole-staff development**

Before school, every week, for all teaching staff. A fixed point in the timetable rather than something that has to compete for space.

EVERY DEPARTMENT MEETING**Given over to CPD**

Faculty time is professional development time, owned by middle leaders, so the whole-school focus gets adapted to what each subject genuinely needs.

Our Workload Charter**HOW WE PROTECT YOUR TIME**

- Three data drops per year, fully analysed for staff
- Directed time built with staff at the forefront
- Department time owned by middle leaders
- School building closes at 6pm, work-life balance matters
- CPD that is relevant, never to tick a box
- Nothing done for Ofsted, we are Ofsted-ready, not Ofsted-compliant

WHERE WE THINK IT IS WEAKEST

The structure is strong. What is less consistent is what happens inside it: the quality of the enquiry in week one varies between faculties, and the link between what is delivered in week three and what changes in classrooms afterwards is stronger in some subjects than others. Tightening that, or redesigning it if you think it needs redesigning, is the central task of this appointment.

WHAT COLLEAGUES SAY

You will be leading people, not a policy.

We asked staff what professional development at The Duchess's is actually like. These are their words.

The biggest change is that being watched teach stopped being frightening. Someone comes in for ten minutes, and afterwards we talk about one thing. That is it. I have improved more in two years here than in the five before.

CLASSROOM TEACHER · JOINED 2024

What I appreciate is that we finish things. We work on one idea for a term, we practise it, and then we look at whether it made a difference. Nobody arrives in September with a completely new set of priorities.

HEAD OF FACULTY

As an early career teacher I have never felt like a burden here. My coach is honest with me, and the conversations are about my classes and my students rather than a generic checklist.

EARLY CAREER TEACHER

Department time is genuinely ours. That sounds small until you have worked somewhere it is not. It means the whole-school focus gets adapted to what my subject actually needs.

SUBJECT LEADER

AN INVITATION

We would rather you heard this from staff directly than read it here. Any visit to the school will include time with teachers and middle leaders, without a senior leader in the room. Ask them whatever you want to ask.

THE ROLE IN PRACTICE

Assistant Headteacher: Teaching & Learning.

Salary

**£68,691–
£75,664**

Leadership scale L11–L15

START DATE

**January
2027**

CONTRACT

**Permanent
Full-time**

PHASE

**Secondary
Ages 11–18**

THE MISSION

To open doors through excellent teaching, rich opportunities and high expectations for every student.

You will lead teaching and learning across the school as a member of the Senior Leadership Team, reporting to the Headteacher. You will hold the whole-school professional development programme, the quality of teaching across the school, and our work with trainees and early career teachers. You will also teach a meaningful timetable, because the credibility of this role rests on it.

QUALITY OF TEACHING

Raise the floor so that the typical lesson in every subject is well planned, well explained and well understood.

THE CPD CYCLE

Own the three-week cycle and the whole-school programme, and improve the parts of it that are not yet working.

CURRICULUM IN THE CLASSROOM

Work with the curriculum lead and faculty leaders so that what is planned is what students actually experience in lessons.

INCLUSIVE TEACHING

Ensure our approach works hardest for the students who find learning hardest, including those with SEND and those who are disadvantaged.

TRAINEES & ECTS

Lead our work as a training school, and the induction of everyone new to teaching at DCHS.

WHAT THIS ROLE IS

- A classroom-facing leadership post with a real timetable
- Genuine licence to change what is not working, once you understand it
- Working through faculty leaders, not around them
- A seat on SLT with genuine influence on whole-school decisions

WHAT THIS ROLE IS NOT

- A blank sheet, or a role for someone who would rather start from one
- A monitoring role, producing evidence for its own sake
- A step away from teaching
- A post for someone who needs quick, visible wins

JANUARY 2027 TO DECEMBER 2027

What the first year could look like.

You would join mid-cycle, in January. That is deliberate. It gives you two terms to understand the school properly before you own a full year of the programme.

TERM ONE**Spring 2027 • Look and listen**

- Teach, settle your classes, and establish yourself as a credible practitioner before anything else
- Visit every faculty repeatedly and form your own view of what is typical, rather than inheriting ours
- Pick up the Teacher Education programme mid-cycle and run it as it stands
- Meet every faculty leader individually and understand what they need from you
- Run the cycle before you change it, so that any changes you propose are grounded in what you have seen

TERM TWO**Summer 2027 • Shape**

- Bring the Headteacher and SLT your diagnosis, your proposed focus for 2027/28, and anything about the cycle you would change
- Design the Teacher Education sequence for the year ahead with faculty leaders, not for them
- Plan trainee and early career provision for September
- Begin the specific work in the faculties where consistency is weakest

TERM THREE**Autumn 2027 • Own it**

- Run your first full cycle end to end, from focus to practice to evaluation
- Induct new staff into how teaching works here
- Establish drop-ins and coaching as ordinary, unremarkable practice in every faculty
- Report to the Academy Committee on the quality of teaching

WHERE YOU WOULD BE WORKING

A school known, respected, and valued by the community it serves.

Alnwick is a market town with a strong sense of identity and deep community pride. What strikes any newcomer almost immediately is the level of support the school receives from local families. This is not a passive community. It values education and works actively with the school to get the best for its young people.

Our catchment is distinctive. Each day, around fifty buses bring students in from across rural Northumberland, from small villages, coastal communities and more remote areas. Despite that, there is a real sense of cohesion. Students arrive from very different contexts and quickly become part of a shared school community with common expectations.

The catchment stretches from the Northumberland coast in the east to the fringes of the national park in the west, some of the most striking countryside in England. For the right leader, working here carries a sense of place and purpose that is difficult to find elsewhere.

THE PRACTICALITIES

Getting here. Around forty-five minutes from Newcastle by car, with Alnmouth station on the East Coast Main Line five miles away.

Living here. Housing costs are considerably below those of Newcastle and the Tyne Valley, and many staff live within the catchment.

The town. Alnwick has a working high street, an independent bookshop of some renown, a castle, and the Cheviots and the coast within half an hour in either direction.

The relationships between school, families and local partners are a genuine strength. The impact of this school is visible, valued and far-reaching.

LOCAL PARTNER

OUR VALUES

Our values are the framework for everything we do, and we look for people who share them instinctively. We care personally and we challenge directly.

Ambition

Resilience

Community

Trust

Integrity

Care

Optimism

HOW TO APPLY

Two key dates. One careful application.

CLOSING DATE

12 October 2026

Monday, midday sharp. Shortlisted candidates will be contacted by 5pm on Tuesday 13 October.

INTERVIEW DATE

15 October 2026

Thursday. A single day, in person at the school, including teaching a lesson.

SUBMIT TO

Lynsey Willis · lwillis@dchs.uk

FORMAT

Application form and a covering letter of **no more than two A4 pages** (Arial 11, properly formatted) which clearly sets out your relevant skills and experience.

REFERENCES

References will be sought for shortlisted candidates ahead of interview. Please ensure your referees know to expect contact at short notice.

VISIT ENQUIRIES

Teresa Donaldson · t.donaldson@dchs.uk

SCHOOL WEBSITE

www.dchs-alnwick.org

BEFORE YOU APPLY

Prospective candidates are strongly encouraged to visit the school before applying. This is the kind of role where seeing lessons and meeting staff tells you something a pack cannot. Visits include time in classrooms and time with teachers without a senior leader present. Please contact Teresa Donaldson to arrange a visit at a time that suits you.

WHAT WE WOULD LIKE TO SEE IN YOUR LETTER

We are not looking for a summary of your CV. We would rather read about one piece of work you led that improved teaching, what you actually did, what got in the way, and how you know whether it made a difference. Two pages is enough for that if you resist the urge to cover everything.

Safeguarding & pre-employment checks

The Duchess's Community High School and Pele Trust are committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to an enhanced Disclosure and Barring Service (DBS) check and other pre-employment checks as required by Keeping Children Safe in Education (KCSiE). This post is not subject to the provisions of the Rehabilitation of Offenders Act 1974.

In accordance with KCSiE, an online search of publicly available information will be undertaken for shortlisted candidates by someone who is not part of the decision-making process.

JOB DESCRIPTION

The role, in formal terms.

MAIN PURPOSE OF ROLE

As a member of the Senior Leadership Team, to lead the quality of teaching across the school; to secure consistently high-quality, evidence-informed classroom practice in every subject; and to lead the professional development of all teaching staff so that every student learns well, in every lesson. Curriculum design and assessment policy are led by the Assistant Headteacher: Curriculum, with whom this role works closely.

01**TEACHING
QUALITY****QUALITY OF TEACHING**

Raise the floor so that the typical lesson in every subject is strong.

- Lead the school's approach to teaching and learning, ensuring it is coherent, evidence-informed and understood by every member of staff
- Exemplify a high standard of teaching in your own practice and accept the visibility that comes with it
- Establish an accurate, shared understanding of the typical quality of teaching across all faculties
- Work with faculty leaders to secure consistency of practice within and between subjects
- Ensure teaching is underpinned by high levels of subject expertise and by what is known about how students learn

02**TEACHER
EDUCATION****PROFESSIONAL DEVELOPMENT**

Lead a programme that changes practice, not one that fills directed time.

- Lead the design, delivery and evaluation of the whole-school Teacher Education programme
- Ensure professional development is sustained, focused and aligned to school improvement priorities and to individual need
- Ensure the programme is consistent with the standard for teachers' professional development
- Develop the capacity of faculty leaders to lead effective subject-specific professional development
- Draw on expert provision from beyond the school, including nationally recognised frameworks and Pele Trust networks

03**CURRICULUM
IN
THE
CLASSROOM****CURRICULUM IN THE CLASSROOM**

Make sure what is planned is what is taught. Curriculum design and assessment policy sit with the Assistant Headteacher: Curriculum.

- Work alongside the Assistant Headteacher: Curriculum, who leads curriculum design, sequencing and assessment policy, so that the two roles pull in the same direction
- Work with faculty leaders to ensure curriculum intent is realised in classroom practice
- Ensure checking for understanding is used in every classroom to adapt teaching in the moment and over time
- Draw on the findings of the school's assessment cycle to shape the focus of professional development
- Support the teaching of reading in every subject, with evidence-informed approaches for weaker readers

04

EVALUATION &
IMPROVEMENT

EVALUATION & IMPROVEMENT

Find out what is really happening, then lead realistic change.

- Lead proportionate quality assurance, including drop-ins, work scrutiny and student voice, focused on typicality rather than judgement
- Use evaluation to diagnose the barriers that limit the quality of teaching, and to target improvement precisely
- Contribute to school self-evaluation and to the school improvement plan
- Deploy careful, well-sequenced improvement strategies that lead to sustained change over time
- Report to the Headteacher, Senior Leadership Team and Academy Committee on the quality of teaching

05

INCLUSIVE
TEACHING

INCLUSIVE TEACHING, SEND & DISADVANTAGE

Make sure the approach works hardest for those who find learning hardest.

- Hold high and ambitious expectations for all students, including those with SEND and those who are disadvantaged
- Work with the SENDCO to ensure adaptive teaching is understood and used well in every classroom
- Ensure professional development equips staff to remove barriers to learning rather than lower demand
- Monitor the classroom experience of vulnerable groups and act on what is found

06

TRAINEES
& ECTS

TRAINEES, ECTS & NEW STAFF

Bring new teachers into the profession properly, and into this school properly.

- Lead the school's work with initial teacher training partners and trainee teachers
- Lead statutory early career teacher induction and ensure mentoring is of consistently high quality
- Lead the induction of all staff new to teaching at DCHS into how teaching works here
- Develop and support the mentors and coaches who carry this work

07

WHOLE-
SCHOOL
LEADERSHIP

WHOLE-SCHOOL LEADERSHIP & CULTURE

Be a senior leader of the school, not only of your portfolio.

- Contribute fully to the strategic and operational leadership of the school as a member of the Senior Leadership Team
- Uphold and model the school's ethos, values and expectations in every interaction
- Support the Headteacher in sustaining a culture of high staff professionalism and mutual trust
- Take a full share of senior leadership duties, including line management and duty rotas
- Lead appraisal for a group of teaching staff and hold colleagues to clear, fair standards
- Work with colleagues across Pele Trust in a climate of challenge and support

Professional standards

These responsibilities are underpinned by consistently high standards of principled and professional conduct as set out in the Seven Principles of Public Life. The postholder must build relationships rooted in mutual respect, observe proper professional boundaries, show tolerance and respect for the rights of others, uphold fundamental British values, and ensure personal beliefs are not expressed in ways that exploit their position or students' vulnerability.

As a leader of our school community, the Assistant Headteacher must serve in the best interests of students, conduct themselves ethically, uphold their obligation to give account, and take responsibility for their own continued professional development.

Successful applicants will be required to comply with all Pele Trust policies. This post is subject to full enhanced DBS disclosure checks, which will be subject to rechecking as appropriate. This job description is current at the date shown, but may be amended by the Headteacher, in consultation, to reflect or anticipate changes in the role commensurate with the grade and job title.

PERSON SPECIFICATION

What we look for in the right candidate.

- Essential, required for shortlisting
- Desirable, strengthens an application

	ESSENTIAL REQUIREMENTS	DESIRABLE
QUALIFICATIONS	■ First or second class Honours degree ■ Qualified Teacher Status (QTS) ■ Evidence of significant and continuing professional development in teaching	■ NPQLTD, NPQSL or NPQLT ■ Further postgraduate study in education ■ Accredited coaching or mentoring qualification
EXPERIENCE	■ Highly effective classroom practitioner with a strong current teaching record ■ Successful leadership of teaching and learning or professional development beyond your own classroom ■ Experience of leading change that improved practice in other people's lessons ■ Experience of designing and delivering professional development for teachers ■ Experience of working with and developing middle leaders ■ Deep understanding of safeguarding practice and principles	■ Experience at senior leadership level in a secondary school ■ Experience of leading initial teacher training or ECT induction ■ Experience of instructional coaching at scale ■ Experience of leading across more than one subject area
PROFESSIONAL SKILLS	■ Ability to develop colleagues without diminishing them ■ Ability to gather and interpret evidence about classroom practice accurately ■ Ability to translate research into practical, usable classroom routines ■ Skilled in monitoring and evaluating the performance of people and processes ■ Ability to challenge, support, influence and motivate staff and students ■ Excellent written and verbal communication	■ Understanding of the effective use of technology to enhance teaching and reduce workload ■ Experience of facilitating professional development beyond your own school ■ Ability to analyse assessment data and translate it into teaching priorities

Continued on the next page: knowledge and understanding, leadership and management, and personal attributes.

PERSON SPECIFICATION · PART 2

Knowledge, leadership, and how you show up.

- Essential, required for shortlisting
- Desirable, strengthens an application

	ESSENTIAL REQUIREMENTS	DESIRABLE
KNOWLEDGE & UNDERSTANDING	■ What is known about how students learn, and its limits in practice ■ Principles of effective teaching, learning and assessment across KS3, KS4 and KS5 ■ How curriculum intent translates into what students experience in lessons ■ Highly effective professional development for staff improvement ■ Adaptive teaching and its implications for students with SEND	■ Familiarity with <i>Making Every Lesson Count</i> or a comparable instructional framework ■ Understanding of the ITT and ECF frameworks in practice ■ Familiarity with the evidence on implementation and change in schools
LEADERSHIP & MANAGEMENT	■ Strong leadership qualities with a demonstrable record of educational responsibility ■ The ability to translate a philosophy into practical routines and effective action ■ Examples of successful leadership of school improvement projects ■ The judgement to know when to hold a line and when to adapt ■ Ability to lead through others, particularly faculty and middle leaders	■ Effective leadership within a Senior Leadership Team ■ Enhancing the profile of the school in Northumberland and beyond
PERSONAL ATTRIBUTES	■ A genuine and visible appetite for getting better, in yourself and in others ■ Able to relate to all students positively and inspire them to become the best version of themselves ■ Integrity, optimism, resilience and a well-developed sense of proportion ■ Patience with slow work, and persistence when there are no quick wins ■ Commitment to the wider school community, and an outstanding ambassador for it	■ Commitment to Pele Trust values and collaborative network working

Contra-indicators: this post is not subject to the provisions of the Rehabilitation of Offenders Act. An enhanced DBS check is required.

ABOUT PELE TRUST

A learning community, brought together by choice.

A multi-academy trust formed in February 2019, bringing together fourteen schools across Northumberland and North Tyneside, primary and secondary, serving students aged 3 to 18.

Our purpose

To build a learning community, brought together by choice, that enables our schools to support and challenge each other to provide consistently outstanding education, whilst offering a more certain and stable pathway for students, parents and staff.

To have an influential voice contributing to the development and enrichment of education across the north-east of England.

Training & development

We offer training packages for a broad range of staff. Aspiring leaders undertake National Professional Qualifications, and all colleagues can access training relevant to their specific needs and role.

Our bespoke Trust Leadership Development programme, peer reviews, networks and middle leader placements offer a genuine opportunity to develop and share expertise across the Trust.

PELE TRUST VALUES

What we hold each other to.

Excellence

Integrity

Openness

Collaboration

Compassion & Kindness

Optimism

Humility & Service

Accountability

OUR AMBITION

To be a learning community where everyone is happy to be, learns and improves, is known well and valued for who they are, has a place, is fulfilled, consistently experiences a rich and stimulating learning environment, and treats others with respect, dignity and courtesy at all times.

Directors have aspirations to grow the Trust further, increasing our reach and our ability to have an influential voice across the north-east. Joining Pele Trust means being part of that growth, and contributing to something bigger than any single school. Further information about Pele Trust, including Director profiles, statutory reports and links to individual school websites, can be found at www.peletrust.org.uk

TAKE THE NEXT STEP

Come and see it. Apply by **12 October**. **Start in January.**

If what you have read here resonates, come and look at the school properly. Sit at the back of a few lessons, talk to the people who teach them, and decide whether this is work you want to spend the next few years doing.

STEP 1

Arrange a visit

Strongly encouraged before applying. Teresa will arrange a time that suits you, including time with teachers on their own.

Teresa Donaldson
t.donaldson@dchs.uk

STEP 2

Submit your application

Application form plus a two-page covering letter, in Arial 11. Closing midday, Monday 12 October 2026.

Lynsey Willis
Lwillis@dchs.uk

We have built something that works. Now we want someone with the appetite, and the licence, to make it better.

JAMES WILSON, HEADTEACHER

www.dchs-alnwick.org

The Duchess's Community High School
Taylor Drive, Alnwick, NE66 2DH · A Pele Trust
school