

Deputy Director of Education

Job Description – Deputy Director of Education

Responsible to: Director of Education

Key Relationships

Deputy Directors of Education are members of the strategic leadership team of Reach South Academy Trust. They are collaborative members of the education improvement team supporting each other to deliver consistent high quality positive outcomes for all pupils in all academies across the Trust.

Deputy Directors of Education report to the Trust's strategic Director of Education who in turn reports directly to the Chief Executive Officer.

A Deputy Director of Education is a team leader as well as a team member. The Deputy Director is responsible for the line-management of the group of Headteachers/Principals whose academies constitute the regional-hub, within the Trust, that the Deputy Director is responsible for.

The Deputy Director will establish a proactive and supportive relationship with the Chair of each Local Governing Body and the wider LGB membership of the academies in their regional-hub.

The Deputy Director will work in collaboration with the Executive Business Manager and all other central staff assigned to support their regional-hub by the respective Executive Director of the Trust.

The Deputy Director has a primary accountability for the educational progress and outcomes of the pupils in the academies that they are responsible for. They also have a secondary responsibility for proactively collaborating and contributing to consistent positive progress for pupils across the whole Trust.

Primary Responsibilities of the Role

The Deputy Director of Education works with the Director to ensure the educational success of the academies within the overall framework of the Reach South Academy Trust Strategic Plan, as well as the Regional and individual academies' strategic plans. Alongside the Director, he/she is responsible for providing strategic leadership across aspects of the internal organisation, professional leadership, management and control of the academies. He/she should create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all in all areas of the schools' work. The Deputy Director of Education will have delegated responsibilities for selected Head Teachers /Head of Schools in the Region.

Shaping the Future (Strategic Leadership)

- Working with each Head Teacher/Head of School/Deputy Head teacher and the Local Governing Body, and under the guidance of the Director of Education, to develop the shared vision and strategic plan for the academies, which is responsive

to the communities they serve. At the core of this should be the educational and personal development of the pupils

- Work with the Director of Education, Governors, and staff to define and implement the academies' vision and strategic direction so that it is understood and acted upon by all stakeholders
- Work with the Director to implement and drive the strategic and operational plan across the Region, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing rapid school improvement
- Plan for the future needs and further development of the academies within the Region; acting as a school improvement advisor to a number of schools
- Ensure the sustained raising of aspiration, achievement and attainment, is met through an inclusive, sustainable and innovative lifelong education environment
- Ensure the academies achieve their performance targets
- Promote the academies and the Trust to a range of audiences
- Secure the commitment of parents and the wider community to the vision and direction of the academies and the Trust
- Work with all stakeholders to generate enthusiasm and commitment
- Challenge, motivate and empower others to attain ambitious outcomes
- Deputise for the Director of Education when required

Leading Learning and Teaching

- Implement a curriculum policy with the Director, Governors and individual academy senior leaders to meet statutory and pupil requirements and that meets the Trust's aims and local needs
- Provide clear and robust strategies to support and challenge each academy Head Teacher/ Head of School, ensuring rapid improvement is made in the quality and effectiveness of the provision
- Secure and sustain high quality provision throughout the academies by ensuring each Head Teacher/Head of School/Deputy Head teacher has in place sound strategies for monitoring and evaluating the academy in relation to the Ofsted key judgements; setting challenging targets for all groups
- Promote excellence in teaching and learning, ensuring a continuous and consistent Region- wide focus on pupils' achievement and development (whole-person as well as academic)
- Create a positive culture of challenge, support and high expectations
- Ensure that effective and appropriate pastoral support is available to children in the academies
- Through robust and effective monitoring and evaluation of the quality of education, identify and act on areas of improvement in relation to intent, implementation and impact

- Develop an inclusive and supportive approach so that each academy is a place where all young people and the wider school community feel welcome
- In collaboration with the Director and Head Teachers, provide support to ensure good and better outcomes from Ofsted inspections

Raising Aspiration, Achievement and Attainment

- Ensure that robust assessment data analysis is used to set challenging targets
- Challenge practice to ensure a stimulating learning environment
- Ensure Reach South Academy Trust and academy priorities are consistently and effectively implemented and the impact monitored

Developing Self and Working with Others

- Treat everyone within each academy fairly and equitably
- Develop a culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with under performance in accordance with Trust Appraisal and Capability policies and procedures
- Work with the Head Teacher/Head of School to build effective teams within academies
- Sustain own enthusiasm and motivation and develop and sustain that of staff
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs and identified through the appraisal process
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the academies, and the wider Reach South Academy Trust
- Develop capacity, through coaching and other appropriate means, of the SLT
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation; be committed to continuous development

Leading the Organisation

- Provide dynamic, consistent and motivational leadership that drives the vision, ethos and aims of the academy and of Reach South Academy Trust
- Lead by example, be personally visible and committed whilst adopting a strong and flexible leadership style
- Establish collaborative and open relationships with all stakeholders
- Alongside the Director, critically evaluate each academy's performance
- Ensure effective communication; enabling all staff to receive information they need in order to carry out their professional duties effectively

- Ensure structures deliver pupil progression, attainment and achievement
- Oversee the implementation of all Reach South Academy Trust policies and procedures ensuring consistent application

Managing the Organisation

- Support when necessary with the academy budget in order to ensure that each academy meets its objectives
- Work with the Head Teacher/Head of School to recruit and retain staff of the highest quality
- Ensure that the allocation and use of accommodation within the school provides a positive learning environment that promotes the highest achievement for all
- Work with Reach South Academy Trust, the Head Teacher/Head of School and Executive Business Manager (EBM) to maximise the level of external funding that is attracted to support each academy's development

Securing Accountability

- Support and develop Local Governing Bodies (LGB) of individual academies in order to ensure they meet their responsibilities
- Support each academy to establish strong middle leadership roles within a distributed leadership structure
- Secure and support robust academy self-evaluation and quality assurance procedures
- Establish mechanisms for reporting to each academy LGB and all other stakeholders at agreed intervals
- Ensure that each academy Head Teacher/Head of School have in place for all staff clearly defined responsibilities and accountabilities

Supporting the Work of the Trust

- Developing and maintaining the ethos of Reach South Academy Trust in all the academies so that it is intrinsic and permeates all aspects of the academies' life and curriculum
- Develop strong, positive relationships with colleagues in the Reach South Academy Trust, and contribute to collaborative work across sponsored academies and support other staff in participating in Regional/Trust work
- Participate in Regional and Trust wide activities in order to share best practice, contribute to the development of Regional/Trust strategies and policies and promote the academies and the Region in a local and national context
- Provide advisory support to academies across all regions as required

Leading in the Community Through Collaboration

- Lead in developing community engagement, promoting a continuous culture of change and nurturing creativity for all

- In conjunction with the Head Teacher/Head of School at designated academies, create and maintain an effective partnership with parents/carers
- Work alongside the Head Teachers to strengthen each academy's positive image in the wider community
- Actively support the diversity of each academy's communities and pupils

Person Specification – Regional Deputy Director of Education

Qualifications, Experience, Knowledge and Skills	Essential	Desirable
Graduate with Qualified Teacher Status	*	
Achieved NPQH or alternative post graduate qualification		*
Up to date knowledge in national policy, inspection findings and statutory requirements	*	
Demonstrate thorough understanding of curriculum development and pedagogy	*	
Experience of senior leadership and management at Head Teacher or principal level	*	
Proven track record of leading multiple schools and providing school to school support and improvement	*	
Proven, recent track record of leading schools to Ofsted 'Good' or 'Outstanding' status	*	
Proven experience of developing good working relationships with all stakeholders	*	
Evidence of collaborative leadership skills	*	
High level skills in the interrogation and interpret of statistical performance data for the purposes of target setting, action planning and evaluation.	*	
Knowledge of child-safeguarding issues and successful use of measures that promote and ensure the safeguarding of children	*	
Experience of monitoring and improving the quality of provision in relation to Ofsted key judgements	*	
Proven ability to drive the collective vision and shared purpose	*	
Proven ability to create, build and retain effective staffing structures	*	
Ability to set and manage school budgets to deliver financially sustainable school improvement.	*	
Well-developed interpersonal and communication skills	*	
Proven ability to inspire, challenge, motivate and empower teams and individuals to achieve high performance	*	
Proven ability to lead an organisation successfully through a period of change	*	
Demonstrate personal and professional integrity, including modelling values and vision of the Trust	*	