

JOB DESCRIPTION



Academy / Service	STEP Institute of Education
Job Title	Deputy Director

Role summary

The Deputy Director of the STEP Institute of Education will support the Director with setting the strategic direction of the Institute, with the aim of ensuring that it is widely recognised as a sector leading source of expertise on curriculum, pedagogy and staff development. The Deputy Director will have operational responsibility for the three strands of the STEP Institute of Education: Teaching School Hub, Curriculum Hub, Professional Support Hub. They will work closely with stakeholders – internal and external – to understand the needs of the profession and to provide expert support where needed. The Deputy Director will work with the wider team to ensure that all materials developed, and all communications from the Institute, are of the highest standard and support the STEP Academy Trust mission to improve the life chances of all children.

Responsibilities

1. Strategic Leadership of the STEP Institute of Education.

- a. Ensure that the activity of the Institute puts pupils first, maintaining high expectations for all.
- b. Support with the development of the Institute's delivery plan.
- c. Support with development of staffing and financial plans with the Director.
- d. Support the clear and coherent vision of the Institute.
- e. Work with Director and Deputy Director (Teaching & Learning) in strategic TEACHING SCHOOL HUB decisions.
- f. Deputise for the Director as necessary.
- g. Line manage, and be accountable for, staff members in line with Trust policies.
- h. Support the professional development of the Institute of Education team to ensure that they are expert on the areas they work in, including Institute Associates and Visiting Fellows.
- i. Support with recruitment and additional HR responsibilities when necessary.
- j. Develop and implement marketing, communications and growth plans with the Director.
- k. Report to STEP Trustees as required.
- l. Consistently model the Trust's leadership behaviours.

2. Teaching School Hub

- a. Develop and drive the Teaching School Hub's delivery plan, ensuring the appropriate engagement of all partners.
- b. Support with the monitoring and reporting on all Teaching School Hub KPIs and financial reporting.
- c. Along with the Director, be accountable for meeting DfE KPIs.
- d. Develop, manage and review Teaching School Hub systems to ensure the smooth running of the function.
- e. Provide operational leadership of the Early Career Framework (ECF), National Professional Qualifications (NPQs), Appropriate Body (AB) service, and Initial Teacher Training (ITT) programmes, working with lead providers, accredited providers and other key stakeholders to ensure that the Teaching School Hub can provide high-quality provisions to teachers and schools in the hub area.
- f. Design and deliver ITT content as required
- g. Deliver ECF & NPQ content as required.
- h. Deliver Appropriate Body services to a high standard
- i. Train visiting fellows and other facilitation staff across services as necessary.
- j. Liaise with Teaching School Hub support staff to ensure that work for this area is allocated appropriately and completed to a high standard.
- k. Develop systems to quality assure the relevant area of provision, particularly for any elements delivered beyond the core Teaching School Hub team.

3. Curriculum Hub

- a. Work closely with the Director and Senior Leads for Teacher Development to ensure high-quality provision in this area.
- b. Consider opportunities for external curriculum work (beyond STEP) and engage with the Director to develop this work.
- c. Remain engaged with research and developments in the areas of curriculum, pedagogy, staff development, and educational policy, ensuring the Institute's work, both internal and external, matches the evidence and 'best bets' within the sector.
- d. Support with the development of curriculum materials that contribute to the central STEP curriculum offer.
- e. Engage in internal quality assurance of curriculum documentation.
- f. Design and deliver CPD on the STEP curriculum, working in partnership with academies to understand their needs.
- g. Develop and deliver implementation plans to support schools (in and out of STEP) with the integration of STEP curriculum materials into their regular practice.

4. Professional Support Hub

- a. Work closely with the Director and senior members of the extended STEP Academy Trust team to identify and deliver support programmes for schools inside and outside of the Trust, e.g. working externally via the RISE initiative.
- b. Work with Director on developing an external CPD offer, using both internally produced work, and also new work in response to needs of the sector.
- c. Consider opportunities for external professional development work (beyond STEP) and engage with the Director to develop this work.
- d. Gather intelligence from across our network to identify support that is needed by schools and develop a targeted plan.
- e. Remain engaged with research and developments in the area of professional development, ensuring the Institute's work, both internal and external, matches the evidence and best bets within the sector.

5. Building Relationships.

- a. Develop the national profile of the Institute and the Trust through engagement with education research, journals, organisations and conferences.
- b. Develop strong links with local and national organisations involved in the work of teaching school hubs, including, but not limited to: ITT providers, ECF & NPQ lead providers, DfE, academy trusts, local authorities, research schools and curriculum hubs, as well as other national and regional bodies.
- c. Ensure strong links are maintained with all internal stakeholders, particularly academy leadership teams, to support the continued development of STEP Academy Trust.

6. STEP Academy Trust and Wider Responsibilities.

- a. Work with senior and executive colleagues to contribute to the mission and vision of STEP Academy Trust.
- b. Support the growth and development of the Trust.
- c. Be willing and able to travel to, and work from, any STEP academy as required.
- d. Support schools in the Trust with teacher development, including working with teacher educators, mentors, coaches, and senior leaders.
- e. Work alongside teachers in the classroom at a head teacher's request, in a coaching or team-teaching capacity to support teacher development, subject to capacity.
- f. Maintain a commitment to your own professional development, ensuring that you engage with wider educational research and thinking so that you can continue to effectively shape the strategic vision of the Institute.
- g. Be aware of and comply with all Trust policies and procedures.
- h. Be a positive advocate of the Institute and the STEP Academy Trust, building the Trust and Institute's reputation regionally and nationally.

Safeguarding commitment

STEP Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for this post.

Personal Development

Maintain a commitment to your own professional development. Be aware of changing employment legislation, new developments and innovations through the use of publications, internet and other resources. Stay informed about relevant changes and emerging themes within the sector.

Commitment to Equality and anti-racism

STEP Academy Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Commitment to Diversity

Take individual and collective professional responsibility for championing the Trust's anti-racism agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.

Green Statement

Seek opportunities for contributing to sustainable development of the Trust, in accordance with the Trust's Green Commitment. In particular, demonstrate good environmental practice such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction.

Data Protection

To be aware of the Trust's responsibilities under the Data Protection Act 2018 and GDPR and ensure compliance.

Confidentiality

You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence.

Health & Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

The post holder may be required to perform other duties, not specifically listed in the Job Description. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility. The job description is not a comprehensive statement of duties but sets out the main expectations of the Trust.

PERSON SPECIFICATION

Qualifications	Essential	Desirable
Degree or equivalent	✓	
QTS	✓	
Master's Degree		✓
Leadership qualification, e.g. NPQH, NPQSL, NPQEL		✓

Experience	Essential	Desirable
Senior leadership experience within a school setting for at least two years (primary or secondary)	✓	
Experience of Headship (primary or secondary)		✓
Experience of working across different settings and with different phases of education, e.g. primary, secondary, SEND, AP		✓
Experience of visiting schools and providing support to aid their development		✓
Experience of developing and maintaining relationships with stakeholders – internal and external	✓	
Experience of developing the skills and knowledge of teachers	✓	
Experience of designing, developing, and implementing curriculum materials	✓	
Experience of designing and delivering continuing professional development programmes	✓	
Experience of delivering and facilitating training written by third parties		✓
Experience of mentoring teachers, including Early Career Teachers	✓	
Experience of supporting trainees/ECTs/teachers who are not meeting teachers' standards		✓
Experience of identifying and recruiting high-quality staff	✓	
Evidence of planning and implementing change across an organisation.		✓

Knowledge, Skills and Abilities	Essential	Desirable
Know, understand, and demonstrate the vision, mission and values of STEP Academy Trust and how they relate to the Institute of Education.	✓	
Excellent leadership skills at a Senior Leadership Team level.	✓	
Knowledge of Institute of Education/Teaching School Hub KPI delivery and expectations.		✓
Knowledge of the national teacher development landscape.		✓
Excellent interpersonal skills.	✓	
Excellent organisational skills.	✓	
Knowledge of current frameworks for teacher training and education.		✓
Knowledge of leadership development.		✓
Excellent knowledge of latest research in education.	✓	
Excellent communication skills, both written and oral.	✓	
Knowledge of Department for Education initiatives, e.g. RISE		✓
Knowledge of marketing, communications, and social media channels as promotional tools.		✓
Ability to manage and support strategic change.		✓

Other	Essential	Desirable
Willingness to travel to all STEP academies, as well as schools nationally, to offer support.	✓	
Access to a car.		✓
Commitment to equity, diversity, and inclusion.	✓	
Commitment to health and safety.	✓	