



## Deputy Head of Academy

Dormanstown & Wilton Primary Academies  
Tees Valley Education Trust

Job Reference: DPA241



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**EDUCATION**  
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# WELCOME LETTER FROM THE TRUST



**TEES VALLEY**  
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Dear Applicant

Thank you for expressing an interest in applying for a position working with Tees Valley Education Trust.

The Trust currently comprises of five Academies - Brambles Primary Academy, Discovery Special Academy, Dormanstown Primary Academy, Pennyman Primary Academy and Wilton Primary Academy.

Tees Valley academies believe in excellence as a birthright. All children, regardless of circumstance, have an entitlement to a world-class education. The Academy Head Teachers operate in an atmosphere of trust, honesty, integrity and an unwavering commitment to excellence for children. They firmly believe there should be “no excuses or barriers!” in education.

All of the academies are located in areas of significant deprivation and its leaders are passionate about the difference education can make to children’s lives.

Therefore, if you are successful, you will be joining a brilliant team. All of our staff, regardless of their role, work together to ensure that our children are provided with the best education possible.

As a Trust, we are committed to giving our leaders and teachers time to fulfil their professional duties and responsibilities. We also offer you the opportunity to work in a vibrant, supportive and friendly atmosphere where you will be enabled to develop both personally and professionally.

Enclosed with this recruitment pack you will find the advert, job description and person specification for the post along with an application form, safeguarding information and guidance on how to apply. If you wish to apply, then please make sure that you complete the application form fully. Please do not attach a curriculum vitae: we will only consider information completed as part of the application form.

Yours faithfully

**Katrina Morley**

Chief Executive Officer

## **Deputy Head of Academy**

**Dormanstown & Wilton Primary Academies**

**Status: Permanent**

**Hours: Full Time**

**Salary: L5 - L9 (£48,895 - £53,973)**

**Commencing: September 2023**

**Reporting to: Executive Headteacher**

Dormanstown Primary Academy is a thriving inclusive learning community for 270 pupils from Nursery to Year 6. Within the provision, there are 40 High Needs places for children with complex learning needs from across Redcar & Cleveland. Wilton Primary is a much smaller academy serving an urban village community with 70 pupils on roll. Both academies work closely together with collaborative practices for staff development and academy improvement. We have a joint senior leadership team and a safeguarding, pastoral, welfare support team and business, administrative team that work across both academies.

For our Deputy Head of Academy position, we are seeking a candidate who is an inspiring leader with a track record of school improvement that leads to excellent provision and outcomes for all learners. The successful candidate will play a large part in supporting and evolving teaching and learning for our disadvantaged and vulnerable pupils. They will be responsible for leading and managing the safeguarding, pastoral and welfare team and acting as the Designated Safeguarding Lead across the two academies. We are looking for someone who will provide a visible, credible and motivating presence with the ability to inspire those around them with a passion for securing the best outcomes for all learners. You will have the capacity to challenge, support and inspire with a positive attitude within a collaborative learning culture.

The successful candidate will be committed to both academy values and the impact these can have on outcomes for every child within the classroom and beyond. Within the joint leadership team under the Executive Headteacher for Dormanstown and Wilton Primary Academies, we believe the skills of an outstanding Deputy Head of Academy contributing to the team, will support our journey towards excellence.

The Deputy Head of Academy will:

- Be able to model excellent teaching and learning
- Be a collaborative and inspirational leader, with a strong ability to motivate and empower staff and children to ensure high expectations for attainment, progress and wider outcomes for all
- Have the ability to identify appropriate support and develop others within the academy teams
- Take lead responsibility for safeguarding practices and pupil wellbeing
- Have an understanding of inclusive practice to ensure all pupils access the best possible teaching and provision, that is appropriate to their needs, promotes high standards and fulfilment of potential

We can offer:

- A committed senior leadership team that puts the child at the centre of school improvement
- The opportunity to contribute to shaping the future of teaching and learning
- Forward-thinking academies, committed to improvement through evidence based research
- Excellent learning environments for children with a strong community ethos
- Committed and dedicated staff who strive to gain the best outcomes for all of our pupils
- Dedicated pupils who love coming to the academies and are encouraged to be the best they can be
- A passionate and high performing team of professionals across the trust to learn from and contribute to
- A package of leadership CPD including opportunities to develop high quality coaching skills

Please look at the academy websites for more information on the educational offer:

<https://dormanstown.teesvalleyeducation.co.uk/>

<https://wilton.teesvalleyeducation.co.uk/>

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This is a superb opportunity to develop and progress professionally and to join Tees Valley Education Trust, which has a strong commitment to continued professional development for all staff within an inclusive and supportive environment.

Tees Valley Education Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

Applications are invited from prospective candidates who are able to demonstrate that they are able to meet the essential criteria set out in the person specification. Visits to the academies are actively encouraged and should be arranged by contacting the Dormanstown Academy office either by telephone on 01642 483696 or email [TVEDormanstown@tved.org.uk](mailto:TVEDormanstown@tved.org.uk)

If you have any queries about the application process or the position please feel free to contact Mrs Alison Hill, Executive Headteacher on 01642 483696 or email [alison.hill@tved.org.uk](mailto:alison.hill@tved.org.uk)

**Closing Date: Tuesday 9th May 9:00 a.m.**

**Shortlisting Date: Tuesday 9<sup>th</sup> May**

**Interview Date: Thursday 18<sup>th</sup> May**

## HOW TO APPLY

Application packs can be downloaded or printed directly from the Trust website [www.teesvalleyeducation.co.uk](http://www.teesvalleyeducation.co.uk) or requested from the Academy. Only applications on Trust's official application form will be accepted.

If you are submitting your completed application form by e-mail please be aware that the academy cannot be responsible for any formatting anomalies when printing.

**By email to:** [TVEDormanstown@tved.org.uk](mailto:TVEDormanstown@tved.org.uk) adding Dormanstown/Wilton Deputy Head of Academy Vacancy in the subject.

Hand written or electronic printed copies should be posted or hand delivered to the following address for the attention of Mrs Alison Hill:

**By post to:**

Dormanstown Primary Academy  
South Avenue  
Redcar  
Cleveland  
TS10 5LY

## SAFEGUARDING CHILDREN

The Trust, and its academies, are committed to Safeguarding and Promoting the Welfare of all children. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

**The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The Trust pays full regard to DfE guidance 'Working Together to Safeguard Children DfE 2018'. Anyone who works

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for the Trust, who is likely to be perceived by children as a safe and trustworthy adult (including volunteers and staff employed by contractors), is subject to appropriate checks in line with current legislation and best practice.

Safer recruitment practice includes scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking checking details with the Disclosure and Barring Service.

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted.

### **Safeguarding Children & Young People**

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including DBS checks. Candidates should be aware that all posts in Tees Valley Education involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

### **UK General Data Protection Regulation**

Refer to our privacy policy on how we will process your personal data including how you can request to access your personal data via Tees Valley Education website: <http://www.teesvalleyeducation.co.uk>.

## **JOB DESCRIPTION**

### **Deputy Head of Academy**

#### **JOB PURPOSE**

To play a major role under the direction of the Executive Head Teacher, Head of Academy and Senior Deputy Head of Academy in formulating the aims and objectives of the academies, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the academy and monitor progress towards their achievement.

The Deputy Head of Academy will have delegated responsibilities that are both Academy/Trust wide. This will be in addition to carrying out the professional duties of a teacher other than a Head Teacher. In partnership with the Executive Head Teacher and the Senior Leadership Team, provide professional leadership and management of teaching and learning and assessment and wider outcomes for pupils throughout the academy.

The Deputy Head of Academy will be responsible for the line management of the safeguarding, pastoral and welfare team and leading on outcomes for disadvantaged and vulnerable pupil groups.

#### **ETHICS AND PROFESSIONAL CONDUCT**

As leaders of Tees Valley Education Trust, the Deputy Head of Academy is expected to demonstrate consistently high standards of principled and professional conduct.

#### **STRATEGIC LEADERSHIP**

- Support the Executive Headteacher in establishing and implementing an ambitious vision and ethos for the future of the academy and wider trust.
- Work in support of the Executive Teacher and senior leaders in managing the academy through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented effectively and in a timely manner.
- Play a key role in the development of the academy and trust self-evaluation and planning processes.
- Contribute positively to the management of trust and academy resources.
- Identify, implement and monitor action plans and other policy developments for the academy and Trust.
- Model outstanding pedagogical and leadership practice as well as having an expert knowledge base of primary education.
- Ensure support and challenge to the strategic and operational running of the academy in order to allow maximum opportunity for outstanding effectiveness.
- Lead by example to motivate and work with others.
- Lead by example when implementing and managing change initiatives.
- Promote a culture of inclusion within the academy community where all views are valued and taken into account.

#### **QUALITY OF EDUCATION**

- Manage whole academy developments in a number of areas regarding teaching, learning and wider outcomes, raising standards of attainment and achievement within the areas for which responsible.
- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the Trust and academy community.
- Alongside other academy leaders, raise standards through staff performance and pupil progress meetings.
- Alongside other academy leaders, continually improve the quality of teaching and learning and pupils' achievement, setting high expectations and monitoring, and evaluating effectiveness of learning outcomes.
- Support colleagues with teaching and learning and support for wider outcomes across the academy/Trust /LA
- Ensure extensive knowledge of assessment procedures and data analysis systems
- Improve the development and delivery of training and support for staff in the academies, and across the Trust.
- Assist with other academy leaders in the development and review of all aspects of the curriculum including planning and, in the development, and evaluation of a creative and balanced curriculum for all pupils.

- Within SLT, implement actions to monitor, evaluate and challenge the quality of teaching and learning taking place throughout the academy and wider Trust, to ensure consistency and quality.
- Ensure through leading by example, the active involvement of pupils and staff in their own learning.

## FINANCE, SUSTAINABILITY AND COMPLIANCE

- Ensure that the academy's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Ensure that statutory requirements for the National Curriculum are met and that all children are enabled to access a broad, balanced and relevant curriculum.
- Maintain the curriculum and pastoral care of the school so that it is appropriate to the children's differing experiences, interests, aptitudes and backgrounds.
- Oversee and run the system for monitoring and developing the quality of teaching and learning is in place and shared across the Senior Leadership Team in an accessible format for all senior leaders across the Trust.
- Effectively utilise the Trusts' system for assessing, recording and reporting of children's progress and that it is clearly understood and owned by all leaders irrespective of title.
- Support the Executive Headteacher in exercising strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the academy's sustainability.
- Ensure that the academies are fully compliant with safeguarding and child protection duties and policies and procedures are upheld by all.

## PEOPLE STRATEGY

- Support the Executive Headteacher and senior leadership in the strategic development and direction of the academy.
- Demonstrate commitment to promoting and developing the academy's distinctive identity and drive for excellence.
- Support the Executive Headteacher in leading the academy communities in promoting positive attitudes to learning amongst all stakeholders.
- Identify and demonstrate effective leadership qualities and people management skills.
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn. Modelling practice, procedures and protocols.
- Motivate, promote good relationships and effectively communicate with all stakeholders.
- Ensure a robust understanding of whole academy issues and experience of whole academy self-review and evaluation.
- Demonstrate, and expect from all others, the highest professional standards.
- Implement challenging targets, for pupils and the academy, and to enable others to do this.
- Set high and clear expectations, to hold others accountable for performance and the contributions they make to the academy community.
- Develop appropriate programs of professional development for all staff including quality coaching and mentoring, in line with the Review and Development Plan and performance management system, whilst enabling excellence and outstanding ability to flourish.

## GOVERNANCE AND ACCOUNTABILITY

- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- Engage with a range of research – by the Trust and external organisations to contribute to local, regional and national policy development.
- Model entrepreneurial and innovative approaches to academy and trust improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond the academy - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

- Develop and encourage working partnerships with a wide variety of stakeholders, in the best interests of the children within the academy and across the trust.
- Welcome strong governance, actively supporting the Local Academy Committee (LAC) to understand its role and deliver its functions effectively.
- Work with senior leaders, staff and governors to translate the strategic plan for the academy and trust into action plans that identify clear achievable targets and outcomes. These plans will take into account the diversity, values and experience of the academy and the community.
- Work with other senior leaders, staff and governors to rigorously evaluate progress towards targets and outcomes and report at Challenge Board.
- Ensure that all statutory requirements are published upon the academy websites, including the academy aims, values, standards, SEND information and statements relating to safeguarding, pupil premium and sports premium expenditure.
- Ensure that the academy websites and on-line communication tools are regularly updated and maintained to a high standard to promote academy within the local, national and global community.

## SYSTEM LEADERSHIP AND CIVIC RESPONSIBILITY

- Lead on safeguarding protocols and procedure, ensuring these are in place and followed by all staff, be responsible for ensuring the safeguarding of children, safe people, safe premises and safe spaces
- Line manage safeguarding, pastoral & welfare staff, deploying effectively to deliver interventions and support pupil progress
- Lead on positive behaviour management, supporting inclusion and oversee the day to day management of any behaviour concerns
- Lead and manage provision and outcomes for vulnerable groups e.g. PPG/LAC
- Monitor attendance and work with safeguarding, pastoral & welfare lead to implement attendance procedures
- Attend meetings with parents/carers and outside agencies as appropriate to ensure positive outcomes for all parties
- Lead the team to manage school events and extended school activities
- Lead the academy work in parent partnership working
- Be responsible for managing the external communication/marketing, including oversight of the academy website and social media
- Manage all school events and extended school activities, linking in with Head of Academy
- Take responsibility for overseeing the induction of new staff, ECT's, students and manage volunteers
- Line manage learning assistants and lunchtime supervisors
- Manage staff attendance management procedures in conjunction with Academy Business Manager
- Provide teaching, class cover and identified interventions as directed to meet academy requirements
- Work alongside other academy senior leads and contribute to Trust wide developments e.g. Trust Improvement Team

## GENERAL RESPONSIBILITIES

As a Leader within the Trust, you are also expected to:

- Undertake any additional duties as could be reasonably required.
- Work at any location across the Trust
- Undertake additional training and other learning activities and performance development as required
- Develop familiarity with relevant legislation such as UK General Data Protection Regulation (UK GDPR) and Health and Safety at Work etc. Act 1974 to ensure the Trust is fully protected at all times.



## PERSON SPECIFICATION

### Deputy Head of Academy

QUALIFICATIONS	E/D
Degree or relevant qualification and experience.	E (1)
Qualified Teacher Status.	E (2)
Evidence of further professional development	E (3)
Evidence of Leadership development courses	D (1)
EXPERIENCE	
Outstanding teaching across primary age ranges	E (4)
Experience of delivering provision that has a high impact on progress of all learners, including vulnerable groups	E (5)
Recent experience in a senior or middle leader role in a successful primary school	E (8)
Evidence of developing, monitoring and evaluating key aspect of academy provision within responsibility areas	E (9)
Experience of conducting staff induction, mentoring, coaching e.g. ECT staff	D (2)
Experience of working within the remit for safeguarding, pastoral and welfare of pupils	D (3)
Experience of working and liaising with senior leaders within and across a group of schools	D (4)
KNOWLEDGE, ABILITIES AND SKILLS	
A proven track record as a leader delivering on whole school priorities	E (10)
An understanding of data analysis systems including internal systems e.g SIMS and external e.g. IDSR, Performance Tables	E (11)
Knowledge of science of learning principles and how these impact on classroom practices for teaching and learning	E (12)
Knowledge of barriers to learning for disadvantaged/vulnerable pupils and how to overcome these	E (13)
Able to support the development of quality of education provision to improve teaching and learning standards and progress through instructional coaching, mentoring, CPD delivery	D (5)
Outstanding organisational skills with the ability to self-direct as well as work successfully within a multidisciplinary team.	E (14)
The ability to work productively and positively with a range of colleagues	E (15)
Able to hold others to account within responsibility areas to support school improvement	E (16)
Excellent interpersonal skills	E (17)
Tenacity, enthusiasm and drive.	E (18)
Awareness of both national and regional agendas (for example, disadvantage, SEND and community development).	E (19)
Commitment to attend conferences and events representing the Trust/Academy e.g. providing training/feedback to the organisation, as well as personal learning development	E (20)

E – Essential

D – Desirable

## EXPLANATORY NOTES

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted.

### Interview Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring an original form of identification, photocopies will not be accepted.

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**Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.**

We will seek references for candidates that are shortlisted for interview and may also approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.