



Deputy Headteacher

ROSEBROOK PRIMARY SCHOOL
APPLICATION PACK



WORKING TOGETHER
FOR CHILDREN

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Dear Applicant,

Thank you for your interest in the position of Deputy Headteacher at Rosebrook Primary School. This is an exciting opportunity to join a vibrant, inclusive school where we are all committed to ensuring that every child receives the very best education and experiences we can provide.

I have had the privilege of being Headteacher at Rosebrook since April 2020, having worked within Ad Astra Academy Trust since its formation in 2015, and as a senior leader in education across the North East for 17 years. During this time, I have seen first-hand the impact that strong, dedicated leadership can have on children's lives. I am therefore excited to partner with the Board of Trustees in appointing a Deputy Headteacher who shares my passion for excellence, innovation, and making a lasting difference for our pupils and community.

At Rosebrook, we pride ourselves on being a welcoming and forward-thinking school. We value teamwork, inclusivity, and a relentless drive to help every child succeed. The successful candidate will join a committed and talented staff team who always go the extra mile for our pupils.

Please take some time to read through the information in this pack. If you feel Rosebrook could be the right place for you, I warmly encourage you to arrange a visit. Seeing the school in action will give you a real sense of the enthusiasm, energy, and commitment that defines our community.

If you would like to arrange a visit or an informal chat, please do not hesitate to contact me at leanne.todd@rosebrook.adastraschools.org.

I look forward to hearing from you and to the possibility of welcoming you to our team.

LEANNE TODD
Headteacher



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Ad Astra believe that we are unique and different – we learn as much from our family of schools as they do from the Trust.

We strongly believe as Michael Fullan said: “Isolation is the enemy of improvement”. *‘Leading in a Culture of Change’ [2007].*

As a Trust we have **HIGH SOCIAL CAPITAL** based upon;

TRUST

RECIPROCITY

GOODWILL
TOWARDS
ONE ANOTHER

OPENNESS
AND HONESTY

Our **VALUES** reverberate across the organisation;

SUPPORT

TOGETHERNESS

ACHIEVE

RESPECT

SUCCESS

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We think if you choose to work within Ad Astra you will find it will be the best decision you will ever make. As a Trust we strongly believe in ‘Maximising the Togetherness’. Ad Astra meaning ‘to the stars’ and our strapline; ‘Stars in the Making’ is equally resonant with employees as with our pupils, they can all be the best they want to be within Ad Astra.

I am proud to be CEO of an organisation that is currently one of the largest employers within the Tees Valley. I have been involved in education for over 46 years whilst always being employed within the Tees Valley. I want our Trust to have a positive, national profile using personal leadership experience developed in working for the DfE and as a National Leader of Education for a number of years. *This is a crucial post in the development of our Trust so feel free to get in touch.*

To learn more about this post and working in our trust please contact me:

andy.brown@adastraacademytrust.com

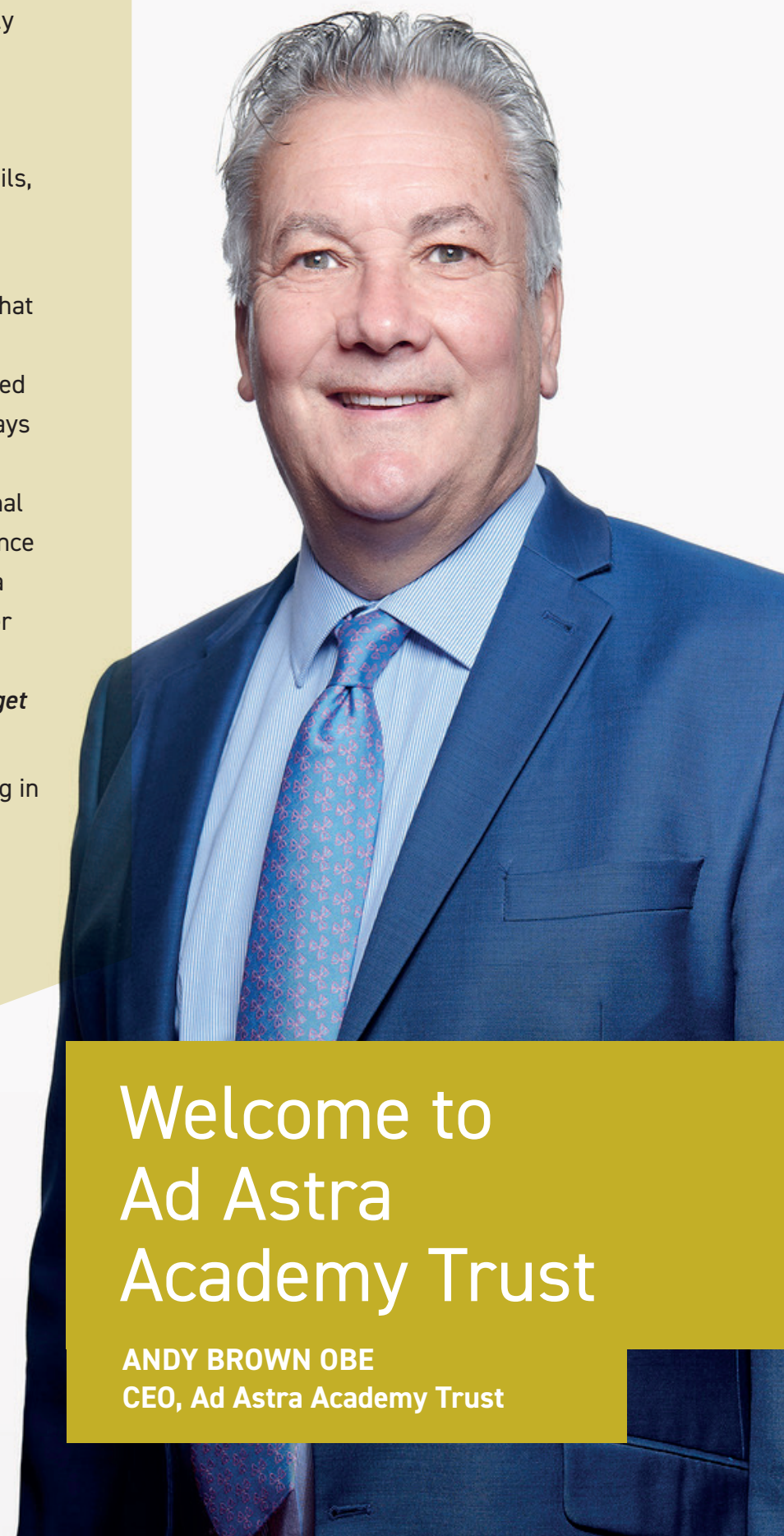
We look forward to hearing from you.

ANDY BROWN OBE

CEO, Ad Astra Academy Trust

Welcome to
Ad Astra
Academy Trust

ANDY BROWN OBE
CEO, Ad Astra Academy Trust





“We can be whatever we dream”

At Rosebrook, we are proud to serve a diverse and thriving community. As a large primary school with over 400 children on roll, including Nursery and 2-year-old provision, we are committed to providing an education that nurtures the whole child and unlock potential. Our pupils are happy, enthusiastic, resilient, and a joy to be around.

Many begin their journey with us below national expectations, particularly in communication and literacy, but through care, consistency, and high-quality teaching, they grow into confident, capable learners.

We serve an area of high social and economic disadvantage, and we are proud to be a school that makes a genuine difference. A significant number of our pupils are eligible for the Pupil Premium and/or have Special Educational Needs and Disabilities (SEND), including children with EHCPs. Our additionally resourced provision enables us to meet these needs inclusively and compassionately, with the support of skilled staff and tailored approaches.

In our most recent Ofsted inspection (2025), we were judged Good in all areas, with inspectors praising our ambitious curriculum, high expectations, strong SEND support, and the positive, respectful relationships across our school.

As part of the Ad Astra Multi Academy Trust, we benefit from high-quality professional development, collaborative networks, and opportunities to grow and innovate. Our vision “We can be whatever we dream” is more than a motto; we truly are ambitious for all our pupils and staff. Every member of our team plays a crucial role in creating a safe, stimulating environment where children are challenged, supported, and inspired to achieve their best.

Our school values of Determination, Respect, Enthusiasm, Ambition, and Growth Mindset are embedded in daily life. From our Forest School and nature programmes to our vibrant curriculum and inclusive ethos, Rosebrook is a place where children and staff thrive.



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DEPUTY HEADTEACHER

Salary range: L12-16, £67,898-£75,049, permanent post, to commence 1st January 2026, or as soon as possible thereafter

Rosebrook Primary School is seeking to appoint a Deputy Headteacher who can demonstrate outstanding practice and an ability to harness the skills and enthusiasm of all staff and pupils. They will work in partnership with the Headteacher to lead the school on its journey to providing an inspirational education for all, helping to provide the very best for every child and family in the community.

This post will undertake a regular element of teaching; however the key part of the role is developing teaching and learning.

The successful candidate will be someone who shows a commitment to and enthusiasm for enhancing their own knowledge and skills in all aspects of school leadership, able to play a pivotal role in shaping the future of our school. In return, the appointed Deputy Headteacher will work with a dedicated and committed team to build on the considerable and continued successes and achievements of the school. Rosebrook Primary School is also committed to continued professional development for all staff within an inclusive and supportive environment.

Rosebrook Primary School has been judged as 'good' by Ofsted in February 2025, "pupils feel safe and happy at Rosebrook and are proud of their school" and "leaders are ambitious for all pupils and have high expectations of what they can achieve."

Candidates are asked to demonstrate their skills and experience that they will bring to the post.

Visits to School are warmly encouraged and candidates are welcome to visit us at a time of their convenience. Please email Leanne.Todd@rosebrook.adastraschools.org

The closing date for applications: **9am, Monday 10th November 2025**

The selection process will be held on both **Monday 17th and Tuesday 18th November.**

REQUESTING AN APPLICATION FORM

Application forms and further details are available via the Ad Astra website site:

<http://www.adastraacademytrust.com/careers/>

Candidates must *only* apply using the application form provided; CV's will *not* be accepted.

Completed application forms to be emailed to **recruitment@adastraacademytrust.com**

Ad Astra 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. As such the successful candidate will be required to undergo an enhanced DBS check.

This post is exempt under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020).



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JOB DESCRIPTION



DEPUTY HEADTEACHER (NON CLASS-BASED)

RESPONSIBLE TO Headteacher

JOB PURPOSE

To meet the requirements of;

- A teacher as set out in the School Teachers Pay and Conditions Document
- The Professional Standards for Teachers

The Deputy Headteacher will play a pivotal role in the life of the school, community and the wider Academy Trust via;

- Sharing in the leadership and management of the School
- Supporting the Headteacher in meeting the aims of the School
- Being a role model for teaching and learning
- Making a distinctive contribution to raising pupil standards
- Contributing effectively to the work of the wider school team
- Ensuring the continuation of the high standards of safeguarding and promotion of the welfare of children
- Working with families within the community to support their children's education
- Engaging in training and development opportunities and using the outcomes effectively to improve pupils' learning.
- Line managing employees.

KEY RESPONSIBILITY AREAS

1. Whole school curriculum design and management
2. Pedagogy, effective teaching & learning strategies
3. Implementation of the curriculum
4. Data, assessment and pupil progress
5. Monitoring and evaluation
6. Coaching and mentoring
7. Safeguarding - acting as a Deputy Designated Safeguarding Lead



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MAIN DUTIES AND RESPONSIBILITIES:

1. STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL

- Lead curriculum design and development to ensure all pupils are offered a broad, balanced curriculum, relevant to their needs, in particular our most disadvantaged learners
- Support colleagues to implement schemes of work for all National Curriculum subjects, enabling pupils to acquire a wealth of knowledge, skills and language which are to be practised and remembered
- Lead learning within the school team by staying abreast of new developments: through conducting own research as well as working in collaboration with other colleagues from the Trust and local networks
- Lead the development of effective classroom practice within the teaching team through monitoring and evaluating, modelling, advising and implementing improvement strategies
- Monitor and evaluate curriculum delivery through lesson observations, work scrutiny, audits and data analysis and produce reports and development plans
- Lead assessment across the school so that information collected is used purposefully and effectively, to improve teaching and learning
- Ensure that standards in the school reflect national aspirations and that challenging targets are set and reached
- Analyse data to identify underperformance and challenge it appropriately, offering the relevant support where necessary
- Hold others to account when standards fall below what is acceptable
- Offer guidance and support to subject leaders in developing their subject and implementing effective monitoring practices
- Provide regular reports to the Governing Body on performance data and assessment
- Arrange for the procurement of appropriate resources to enable colleagues to teach the subject effectively within the constraints imposed by the subject budget allocation
- Ensure resources are well organised, well maintained and accessible to colleagues
- Foster an ethos within the team which encourages staff to work together; share ideas, knowledge and understanding and celebrate achievements

MAIN DUTIES AND RESPONSIBILITIES:

2. TEACHING AND LEARNING

- Plan and deliver engaging and motivating lessons and an appropriate, broad, balanced, relevant, differentiated and challenging curriculum to all pupils appropriate to their needs
- Ensure that approaches to teaching are designed and refined so that they are effective and consistently well matched to learning objectives, integrating recent developments, including those relating to pedagogy
- Ensure the assessment, recording and reporting on all aspects of pupils' progress and development is undertaken
- Contribute to raising standards of pupil attainment
- Provide or contribute to all forms of assessment relating to individual pupils or groups of pupils, internally, with parents and outside agencies
- Promote high standards of behaviour so effective learning can take place, and good relationships can be formed within the school community
- Contribute to whole school planning activities
- Give advice on the development and well-being of children
- Apply teaching skills which lead to good or better progress
- Play a crucial part in the life of the school community and support its ethos, values and aims
- Contribute significantly to implementing workplace policies and practice and promoting collective responsibility for their implementation
- Demonstrate high expectations and lead by example
- Contribute to the evaluation and monitoring of the school curriculum and to assist in the process of development and change to ensure the continuing relevance of policies and procedures to the needs of the pupils
- Work as a member of a team, promote collaboration and to contribute positively to effective working relations within the school
- Have, and share with colleagues, extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise the learning experience for all learners to achieve their potential
- Comply with the School's Health and Safety policy and undertake risk assessments as appropriate
- Engage actively in Performance Management and Professional Development to ensure professional skills are developed and relevant to the ever-changing educational landscape
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback
- Share and support the School's responsibility to provide and monitor opportunities for academic and personal growth

The focus of the School and Trust evolves continuously which in turn requires staff to adapt and adjust.

The duties and responsibilities above should not therefore be regarded as immutable but may change in line with national prescription on teachers' terms and conditions of employment and/or any relevant school improvement priorities set from time to time. Any major changes will involve discussion and consultation.

Whilst the main duties and responsibilities of the post are set out above, each individual task to be undertaken has not been identified. Teachers will be expected to comply with any reasonable request from their line manager to undertake work related to teaching and learning that is not specified within this job description and which is commensurate with the level of the post.



PERSON SPECIFICATION



DEPUTY HEADTEACHER (NON CLASS-BASED)

CATEGORY	ESSENTIAL	DESIRABLE
Educational qualifications and training	• Qualified teacher status – degree or equivalent (application) • Evidence of continued and relevant professional development (application)	• Higher degree/diploma (application) • NPQH or further professional development (application)
Skills, abilities, knowledge and competencies	• Successful teaching experience across the primary age range. Judged to be an outstanding teacher (application, references, interview) • Holds a senior position or has significant leadership and management responsibility in a primary school for at least 2 years (application, references, interview) • Proven ability to lead and manage staff and develop high performing teams (application, references, interview) • Ability to work in partnership with: • the Governing Body • other external agencies (application, references, interview) • Led on aspects of school improvement identified through the school's self-evaluation process (application, references, interview)	• Experience of meeting the needs of children of varying abilities (application, interview) • Led a core subject in a primary school (application, interview) • Taught in more than 1 setting (application, interview)
Professional knowledge, understanding and experience	• Substantial knowledge of the National Curriculum, current curriculum developments and a detailed understanding of the principles of good curriculum provision in practice (application, references, interview) • Experience of leading curriculum developments and in- service training (application, references, interview) • Knowledge of school improvement strategies and an ability to support the Headteacher in managing and enhancing the performance of all staff (application, references, interview) • Ability to analyse, interpret and act upon relevant school improvement information, assessment information and data (application, interview) • Successful experience of monitoring, evaluating and improving the quality of teaching and learning (application, reference, interview)	• Experience of managing an aspect of the delegated budget and the principles of best value (application, interview) • Knowledge of support plans and capability procedures



CATEGORY	ESSENTIAL	DESIRABLE
Professional knowledge, understanding and experience <i>Continued...</i>	• Ability to plan strategically (application, interview) • Experience of providing professional direction to the work of others through mentoring and performance management / appraisal (application, reference, interview) • Demonstrate a thorough understanding of safeguarding and application of statutory guidance (application, interview) • Demonstrable success of raising attainment (application, interview, reference)	
Personal Attributes	• High expectations of children's achievements and behaviour (application, interview) • Ability to empathise with children across the age range and their families and to be firm, fair and consistent (application, interview) • Excellent interpersonal skills with the ability to motivate and inspire others (application, interview) • Ability to develop and sustain effective relationships with the school community (application, reference, interview) • Ability to be reflective and self-critical (interview)	
Professional philosophy and commitment	• 1. Clear and articulate vision for the development of primary education (application, interview) • 2. Commitment to promoting equal opportunities and meeting the educational, social and emotional needs of all children (application, interview) • 3. Commitment to high standards and continuous improvement (application, reference, interview) • 4. Committed to a fully inclusive approach to	
Additional	• Enhanced DBS clearance	