



St Clare's School
Where we reach our goals!

DEPUTY HEADTEACHER

GRADE: Leadership Points 08-12

**Salary: £56,082 - £61,882 (Pending
Teachers' Pay Award 2024-25)**

**Contract: Full time, 32.5 hours per week,
permanent**

Start Date: 01 January 2025

CANDIDATE INFORMATION PACK





St Clare's School
Where we reach our goals!



What is included in this pack?

Within this pack, you will find both information and advice on applying for a role with Esteem Multi-Academy Trust including:

- Welcome from the CEO
- About Esteem Multi-Academy Trust
- About the School
- Job advertisement
- Job description and person specification
- Safeguarding and checks
- Application process and timeline



St Clare's School
Where we reach our goals!



Welcome from Esteem Multi-Academy Trust



Dear applicant,

Thank you for your interest in Esteem Multi-Academy Trust (MAT). The Deputy Headteacher position at St Clare's school, in Mickleover, presents a fantastic opportunity for somebody who shares our values and expectations to join our team.

St Clare's school is proud to offer outstanding personalised education to students aged 11-16 with moderate to severe learning difficulties and associated needs including, ADHD; autism; communication difficulties; social, emotional mental health needs; and challenging behaviour.

The successful candidate will be an experienced leader, with relevant experience in an alternative provision, enhanced resource unit or special school for students with social, emotional, and mental health needs and challenging behaviour.

Esteem is looking for a passionate, collaborative, personable leader with the ability to motivate and inspire others. You will have vision and the determination to develop culture and inclusion and enhance the school offer, to support aspirations and outcomes for every pupil.

If you think you have got what we are looking for, we look forward to receiving your application for consideration.

For further information about Esteem MAT, please visit our website at <https://www.esteemmat.co.uk/vacancies>. Please use the relevant application form on the MAT website; CVs alone will not be accepted.

I wish you well in your application.

Yours faithfully

Julian Scholefield Chief
Executive Officer



St Clare's School
Where we reach our goals!



About Esteem Multi-Academy Trust

Esteem MAT was formed in 2018 and now consists of 14 academies. Many of our students have special educational needs and/or disabilities or are disadvantaged. Therefore, inclusion is our watchword, and our vision is for Esteem to be a learning community of excellence for SEND and alternative provision. However, we want mainstream schools to join us too as they have many students with SEND or who are disadvantaged. We want all our students to achieve their full potential whatever type of school they attend.

Our vision is to be a Trust that:

- Leads and supports our academies to provide the highest standards of education and development for all our students
- Enables academies with a shared sense of purpose to benefit from alignment whilst maintaining individuality
- Provides a strong, collective voice for our academies at a local and national level
- Delivers support and SEND expertise to our academies and other schools and local authorities

Our vision will be delivered via our three core strategic aims. Everything we do should be ultimately focused on doing these three things well:

- We will provide an ambitious, inspirational, bespoke education, setting the foundation for the future and ensuring our young people are ready for the world.
- We will deliver high standards and value for money from our support services, resources, estate and technology.
- We will invest in and support our people, exploiting opportunities for collaborative, continual professional development, sharing of expertise and best practice

Our people are our most valuable resource. We invest in them by providing high-quality specialist training, and opportunities to collaborate and develop their careers within Esteem.

We greatly value each school's unique identity, which reflects the diverse needs of the students. It is also important to us that our students feel they belong to their school community. This is why we believe that our schools need strong leaders and governors who understand their local context. Being part of a family of schools in a trust brings the added benefits of support and collaboration. We know that sharing ideas and working together are the best ways for our schools to continue to improve for the benefit of all our students.



St Clare's School
Where we reach our goals!



Welcome from the Headteacher

PRIDE - RESILIENCE - COURAGE

Dear applicant,

I am honoured to be the Headteacher at St. Clare's School and I am seeking an enthusiastic, dedicated Deputy Headteacher to join our school team. I am very pleased that you are considering applying to work in such a vibrant, innovative school.

As a school, our main job is to make sure the children are safe, happy and reaching their potential. Families make an important contribution to their child's achievements at school and from my experience I know that a successful and happy school depends on all of us working together.

At St. Clare's we hold a strong belief in the power of education to change children's lives and the right of every child to receive an excellent education. The staff team are dedicated to building opportunities for students to achieve the highest academic standards, ensuring that they are known well as individuals and that their unique personality, talents and interests are nurtured and developed to the full.

At St Clare's School education is about developing the whole child and providing opportunities for them to flourish within and beyond the classroom. It is the aim of the whole school team to help each child become a successful learner and well-rounded individual who is ready to make the next steps in their journey.

We welcome applications from candidates who, having read the application pack, feel they have the necessary skills, experience, and strength of character to fulfil the challenges of the role.

Visits to the site are encouraged, please contact the school on 01332 511757 to arrange this.

I wish you well in your application.

Yours faithfully,

Laura Russell
Headteacher

Further information about St Clare's School can be found on the website at:

www.stclareschool.co.uk



St Clare's School
Where we reach our goals!



The advertisement

Job Title: Deputy Headteacher

Location: St Clare's School, Rough Heanor Road, Mickleover, DE3 9AZ

Grade/Scale: Leadership Scale 08-12 £56,082 - £61,882 (Pending Teachers' Pay Award 2024-25)

Start date: 01 January 2025

Contract: Full-Time Teacher

St Clare's School is proud to offer personalised education to students aged 11-16 with moderate learning difficulties and associated needs including ADHD; autism; communication difficulties; social, emotional and mental health needs and challenging behaviour. All students have an Education, Health and Care Plan which sets out the provision required to meet their individual need.

Our school is a very special place of learning for a stand-out group of students who are all unique and remarkable. We pride ourselves on offering a supportive, welcoming and friendly environment that equips and inspires young people to shape their own future and make a meaningful impact in the world. Our successes, including our Ofsted 'Outstanding' rating, owe much to our close-knit and dedicated team of parents, staff and governors.

Right now, we're searching for a visionary Deputy Headteacher to lead on the quality of education, DSL and deputise in the Headteachers absence. We require someone with the knowledge, expertise, and flair, to support the on-going developments of the inclusive curriculum to support students with social, emotional, mental health difficulties to access the school offer. This is a unique and exciting opportunity for an exceptional candidate to make a lasting impact on the lives of our students, fostering a positive and successful environment.

You will be joining St Clare's at an exciting time of change. St Clare's is due to have a brand new, showpiece school building as well as substantial refurbishments to the existing estate. Our students and staff will enjoy a state-of-the-art activity hall, a much-improved and enlarged, multi-use games area (MUGA), subject-specific classrooms, greater accessibility across the school and increased number of students on roll.

All of Esteem schools are well supported by a highly experienced and diverse trust central team, alongside a like-minded group of school leaders and experts across the academies.

Benefits include: Teachers' Pension, Westfield Health membership and free parking.

To discuss the role or arrange a visit to school, please contact the school office via email head@stclaresschool.co.uk, or phone 01332 511757 and ask to speak with Headteacher, Laura Russell. To apply, please visit our website at <https://www.esteemmat.co.uk/vacancies>. Please use the relevant application form on the MAT website; CVs alone will not be accepted.

Closing date for applications: 20 October 2024 (23:59)

Interview date: 25 October 2024

We reserve the right to interview suitable candidates upon application and may close the application process prior to this date.

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.



Job description and person specification

Job Description: Deputy Headteacher Esteem Multi Academy Trust

Post Title	Deputy Headteacher
Location	St Clare's School, DE3 9AZ
Purpose	<p>The Deputy Headteacher will provide visionary leadership and strategic direction to ensure the continued growth and success of our exceptional special Academy.</p> <p>Working closely with our dedicated staff, the Deputy Headteacher will foster a dynamic and nurturing learning environment that supports our students to reach their goals.</p> <p>This is an exciting opportunity for a passionate and experienced leader to make a significant impact on the lives of our remarkable students with specific responsibilities for quality of education and to develop an inclusive curriculum for students with additional needs, specifically those with SEMH.</p>
Reporting to:	Headteacher
Responsible for:	<p>As Deputy Headteacher, you will work with the Headteacher to set the strategic direction and improvement priorities for the academy, monitor their implementation and drive the school's continuous development. Some of your responsibilities will include;</p> <ul style="list-style-type: none"> • Deputising for the Headteacher as appropriate • Designated safeguarding lead • Ensure that the vision, ethos and values relating to the expectations around student behaviour and attitudes is clearly communicated to all staff, students and parents, and reinforced regularly. • Ensure that students are given appropriate academic and behavioural support and that their health and physical well-being are being catered for. • To promote strong standards of culture and inclusion in the school and secure consistency in expectations and routines. • Have ambitious expectations for all students with SEN and other needs. • To have strategic oversight of the school offer to include provision for students with additional needs, specifically those SEMH. • Working with the Headteacher to write the SEF and AIP. • Strategic oversight and implementation of the Performance Management process. • Ensuring stakeholder and community engagement ensuring the school remains outward facing; assess risk and remain future focused • Designing and monitoring quality assurance activities in the school and coordinating Trust QA processes. • Having a strategic overview of Teaching & Learning and Continuous Professional Development including INSET design, Staff Induction, Instructional Coaching, ITT Coordination, NPQs, Leadership Development and Support Staff Development. • Working with the Headteacher to ensure succession planning within the organisational structure and through recruitment. • Line Management of designated Assistant Headteachers.



	<ul style="list-style-type: none"> • Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate. • Have strategic oversight of the data in the school and ensuring that all data is relevant, useful and being used by all teaching staff to raise standards. • Coordination of external quality marks. • Seeking funding streams and external partners. • Undertaking professional duties and administrative tasks as reasonably delegated by the Headteacher. • Deputising for the Headteacher as appropriate. • Implementation of whole Academy policy and practice. • Participating in whole Academy planning and policy making. • Leading significant monitoring, review and evaluation roles. • Leading significant Academy development and improvement projects. • Attending and leading senior staff and other Academy committees and meetings within the Trust to share ideas and best practice for all schools. • Attending and contributing to Governors'/Trustee meetings, for example through the preparation of papers and presentation of issues for consideration. • Under the direction of the Headteacher will be responsible for providing the leadership and management of the Academy in line with the vision of Esteem MAT and will manage the day-to-day running of the school. • Work closely with the Headteacher to implement the school's strategic vision. • Managing the Academy's operations; student affairs, staff management, and parent and community engagement to ensure the effective and efficient running of the school. • Manage senior and middle leaders, developing and embedding a professional culture amongst all staff at the school. • Work with staff to promote high-quality teaching across all pathways and subjects. • Work with the local governing board/board of trustees and Headteacher to keep them informed of the educational performance of the Academy, giving them what they need to provide support and challenge. • Ensure that staff and students have the appropriate support and resources to enable teaching and learning to be effectively delivered.
Liaising with:	Senior Leadership Team
Working Time:	Full-time Teacher, 32.5 hours per week
Salary/Grade:	£56,082-£61,882
Disclosure level:	Enhanced
PRINCIPLE RESPONSIBILITIES	
To Achieve the Above	<ol style="list-style-type: none"> 1. Responsibilities <ol style="list-style-type: none"> 1.1. To implement the values, vision, mission in accordance with the school's philosophy and policies. 1.2. Act as a critical friend to the Headteacher, demonstrating high standards of



- personal integrity, loyalty, discretion, and professionalism and publicly supporting all decisions of the Headteacher, Governing Body, and Multi-Academy Trust.
- 1.3. Set and communicate high expectations, promoting individual and community aspirations.
 - 1.4. Put in place strategies to ensure high standards of behaviour and attendance, as well as to reflect the Academy's agreed-upon values in responding to the needs of vulnerable individuals.
 - 1.5. Create and sustain a positive culture, and treat all people fairly, equitably, and with dignity and respect. Manage conflict effectively while aiming for positive outcomes.
 - 1.6. Create and sustain a culture of high expectations and aspirations for themselves and others, taking appropriate action when performance is inadequate and providing and receiving effective feedback.
 - 1.7. Recognise responsibilities and celebrate the accomplishments of individuals and teams.
 - 1.8. Interviewing and hiring candidates for teaching positions based on their qualifications and their fit with the school community.
 - 1.9. Assisting with the implementation of new policies at the school and communicating any changes to parents and staff.
 - 1.10. Have regard for their own and others' well-being, managing their workload to promote a healthy work-life balance, and encouraging and enabling others to do the same.
 - 1.11. Help to develop the education system by sharing best practices, collaborating with other Academies, and promoting innovative initiatives, particularly with other Trust Academies.
 - 1.12. Create and present to a variety of audiences, including governors, parents, and carers, a coherent, understandable, and accurate account of the Academy's performance.
 - 1.13. Oversee the organisation of promotional, parental, and student events for the school and its programs, such as progress evenings or fundraisers.
 - 1.14. To work in close partnership with parents, carers and other stakeholders.
 - 1.15. To ensure in all situations the collaborative nature of working between non-teaching staff, support services and parents.
 - 1.16. To maintain an inclusive and orderly learning environment through the effective management of resources, lesson planning and positive behaviour support.
 - 1.17. Attend meetings as appropriate related to school development, students and curriculum.
 - 1.18. Play an active role in own performance management and professional development including taking actions agreed at review meetings.



2. Organisation

- 2.1. To be in charge of maintaining and developing a broad, balanced, and cohesive curriculum that is appropriate for all students and adheres to national guidelines.
- 2.2. Ensure that the school offer is reviewed, evaluated, and applied on a regular basis.
- 2.3. Create and maintain effective strategies and procedures for new employee orientation, professional development, and performance evaluation.
- 2.4. Ensure effective team and individual work planning, allocation, support, and evaluation, including clear task delegation and devolution of responsibilities.
- 2.5. Be in charge of the Academy's day-to-day operations. Overseeing the overall operation of the school, and supervising staff.
- 2.6. In collaboration with the Headteacher, develop and implement clear, evidence-based improvement plans and policies for the Academy and its facilities.
- 2.7. Ensure that policies and practices consider national and local circumstances and promote effective performance management processes with all employees.
- 2.8. Collaborate with the Headteacher to assist them in fulfilling their statutory obligations by providing objective professional advice and regular updates on the Academy's progress.
- 2.9. Effective planning and assisting the Headteacher and Governing Body in the development of school-based indicators as a basis for monitoring and evaluating educational performance and resource use.
- 2.10. To supervise the work of teaching staff and non-teaching staff and support them in the organisation and implementation of appropriate work with the students.
- 2.11. To maintain records of assessment and collect appropriate data, pupil education programmes and plans, risk assessments and positive behaviour records as required by the school.

3. Links

- 3.1. Collaborate with the Headteacher to assist them in fulfilling their statutory obligations by providing objective professional advice and regular updates on the Academy's progress.
- 3.2. Help to develop the education system by sharing best practices, collaborating with other Academies, and promoting innovative initiatives, particularly with other Trust Academies.
- 3.3. To attend regular review meetings with parents.
- 3.4. To promote the ethos of integrated working by liaison with a range of professionals as required, including commissioners.
- 3.5. To organise, deliver and take part in in-service training and maintain professional development and review as required.



	<p>4. General</p> <p>4.1. Create and sustain a positive culture, and treat all people fairly, equitably, and with dignity and respect. Manage conflict effectively while aiming for positive outcomes.</p> <p>4.2. To be familiar with the relevant LA policies e.g., equal opportunities, anti-racism, inclusion, and anti-sexism and explore ways of putting them into practice in school.</p> <p>4.3. To be familiar with relevant whole-school policies and implement them within the school.</p> <p>4.4. To undertake other reasonable duties and responsibilities as may be determined in consultation with the Headteacher.</p>
<p>Other Generic Responsibilities:</p>	<ul style="list-style-type: none"> • Represent and promote the ethos and values of Esteem Multi-Academy Trust • To take and be accountable for all decisions made within the parameters of the job description • Participate in performance management and training and activities that contribute to personal and professional development. • Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities • Provide a high standard of customer service in all dealings internal and external to the MAT • Whilst every effort has been made to explain the main duties and responsibilities of the post, each task undertaken may not be identified. • Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description • The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

The postholder will comply with Health and Safety requirements and specifically will take reasonable care of him/herself and other persons who may be affected by his/her acts or omissions at work (Health and Safety at Work Act 1974), and other relevant employment legislation and school policies. The Headteacher and governing body reserve the right to amend the job description at any time after consultation with the post-holder. This job description is current at the date shown, but, in consultation with you, may be changed by the CEO to reflect or anticipate changes in the job commensurate with the grade and job title.



Person Specification: Deputy Headteacher

PERSONAL QUALITIES	
Essential	<ul style="list-style-type: none"> • Strong leadership with strategic and operational decision-making skills • Solution driven • Passion for Inclusive Education • Experience working with students with additional needs; SEMH; challenging behaviour • Ability to show initiative and adaptability • Resilient; patient; empathetic and emotionally intelligent • Excellent communicator with a collaborative nature • Innovative and creative • Exemplify the Nolan Principles of Public Life
QUALIFICATIONS AND EXPERIENCE	
Essential	<ul style="list-style-type: none"> • QTS • Experience in senior leadership, with expertise in behaviour and inclusion within a specialist setting • Evidence of relevant training within the past 2 years • A commitment to undertake further relevant training • Knowledge of inclusive curriculum and pedagogy • Knowledge of appropriate relational behaviour management techniques for children and young people with SEN, SEMH, communication difficulties and challenging behaviours
Desirable	<ul style="list-style-type: none"> • A leadership qualification such a NPQSL/ NPQH /Other NPQ's/Other • A track record of successful leadership, including academic achievements and positive changes in school culture, is highly desirable. • An understanding of curriculum development, timetabling instructional strategies, and educational assessment is vital to support and enhance the school's academic programs. • Experience teaching SEN children in a specialist school setting • Demonstrate a clear understanding of equity and equal opportunities, particularly issues relating to special needs
KNOWLEDGE AND ABILITIES	
Essential	<ul style="list-style-type: none"> • Knowledge of how to adapt the national curriculum to suit the learners' needs, with a deep understanding of educational theories, teaching methods, and curriculum development is essential for guiding and evaluating academic programs. • Experience of DSL/DDSL • A working knowledge of the National Curriculum • Strong verbal and written communication skills are necessary for interacting with students, parents, staff, and other stakeholders. • The ability to handle crises, emergencies, and other unforeseen situations is crucial for maintaining the safety and stability of the school. • The ability to develop and implement a strategic vision for the school's future is essential.



St Clare's School
Where we reach our goals!



	<ul style="list-style-type: none">• Safeguarding and Child Protection Awareness• Communicate professionally and confidently with colleagues, other professionals and families• Ability to contribute effectively to school self-review• Knowledge of the EHCP review process• Proven ability to work on own initiative, be well organised, prioritise effectively and achieve results against deadlines
Desirable	<ul style="list-style-type: none">• Designated Safeguarding Lead Training• Be an innovative and creative thinker• Be a team player with a good sense of humour• Excellent communication skills – tactful, patient and sensitive• Having a working knowledge of formative and summative assessment for students with social emotional and mental health difficulties.



St Clare's School
Where we reach our goals!



Safeguarding and checks

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Esteem Multi-Academy Trust's Safeguarding Policy applies to all adults, including volunteers and agency staff, working in or on behalf of the MAT.

Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with special educational needs and disabilities, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world positively. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach so that we can support all students within our academies.

The MAT pays full regard to the DfE 'Keeping Children Safe in Education September 2024' guidance. We ensure that all appropriate measures are applied in relation to everyone who works for the MAT who is likely to be perceived by the students as a safe and trustworthy adult including volunteers and agency staff. As part of our safer recruiting practises, we scrutinise applicants; verify their identity, and academic or vocational qualifications, obtain professional and personal references, check full employment history and ensure the applicant's health and physical capacity are suitable to undertake the role. Interviews and DBS checks are also undertaken.

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.

If you are currently working with children, either paid or voluntary, your current employer will be asked about disciplinary offences, including those related to children or young people (whether a disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any investigation or disciplinary proceedings.

If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children or young people, your current employer will be asked about your suitability to work with children and young people, although it may be answered "not applicable", where appropriate, if your work has not brought you in to contact with children or young people.



St Clare's School
Where we reach our goals!



Application process and timeline

To apply, please visit our website at <https://www.esteemmat.co.uk/vacancies>.

After the closing date, shortlisting will be conducted by a panel that will match your skills and experience against the criteria in the Person Specification. You will be selected for an interview purely on your application form, so please ensure that you read the Job Description and Person Specification carefully before you complete your application form. All candidates invited to the interview and assessment day must bring the following documents; original documents only, copies will not be accepted:

- Documentary evidence for your right to work in the UK
- Documentary evidence of identity which meets the DBS requirements i.e. current photocard driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address i.e. utility bill, financial statement etc.
- Where appropriate, documentation evidencing a name change
- Educational or professional qualifications that are necessary or relevant for the post

Further information relating to DBS check documentation requirements can be found on the Government website at <https://www.gov.uk/guidance/documents-the-applicant-must-provide>.

If you are not the successful candidate, all your personal information will be destroyed, in a secure way, in line with General Data Protection Regulations (GDPR May 2018) guidelines.

References will be sought for shortlisted candidates for any central office-based positions and we may approach previous employers for information to verify experience or qualifications before the interview. Any relevant issues arising from references will be discussed at the interview.

Your completed application form and supporting letter should address and evidence the essential and desired criteria in the Person Specification.

Closing date for applications: 20 October 2024 (23:59)

Interview date: 25 October 2024

We reserve the right to interview suitable candidates upon application and may close the application process prior to this date

We strongly encourage all potential applicants to visit the school before applying. Please contact the school office on 01332 511757 or email head@stclaresschool.co.uk and ask to speak with Laura Russell (Headteacher).

To apply, please visit our website at <https://www.esteemmat.co.uk/vacancies>. Please use the relevant application form on the MAT website; CVs alone will not be accepted.