



THE
Eastbourne
ACADEMY

Deputy Headteacher
INFORMATION



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Dear Applicant

Thank you for expressing your interest in joining The Eastbourne Academy. I hope you will explore our website <https://www.theeastbourneacademy.org/> and that you find the information pack useful in preparing your application.

The Eastbourne Academy is a school which sits at the heart of its local community. Its core values of curiosity, ambition, respect and engagement underpin the school's pursuit of achievement and success for every student. Our staff hold the highest ambitions for our students who are listened to, understood and valued. We believe that building strong relationships is at the heart of effective learning and this informs our work at every level.

Since the last Ofsted inspection in May 2022, the school's development strategy has been driven by the focus on high quality teaching and learning; strong character development; and instilling resilience and motivation in students and staff. The curriculum is broad and balanced. There is a consistent approach to lesson planning, teaching, and marking. At the heart of our vision for the school is a relentless drive to ensure that all students make exceptional levels of progress in every subject.

The school is fully inclusive and our wider curriculum ensures that every student is nurtured to develop their talents and aptitudes. We therefore place the recruitment, retention and professional development of excellent teachers as a top priority. We always seek to appoint well-qualified, highly skilled, and enthusiastic teachers, who have the highest of expectations of both themselves and the students in their classes. We want to employ teachers who enjoy working with young people of all abilities and differing needs.

The school is at an exciting point in the next phase of its improvement journey, and requires a dedicated, transformational Deputy Headteacher who can nurture ambition even further to enthuse and inspire both students and staff. We are looking for an exceptional person with deep determination, who can embrace challenges, and be a strong advocate for our students. We can offer a significant package of professional development, including training through the National Professional Qualifications including the National Professional Qualification for Headship (NPQH). We want our next Deputy Headteacher to grow with their school and earn the autonomy to shape its future development.

The Eastbourne Academy offers the benefits of working in a medium sized school but within an exciting, successful multi-academy trust. The Swale Academies Trust is currently made up of a group of primary and secondary schools located in Kent and East Sussex. The Trust provides unparalleled opportunities for professional development and the new Deputy Headteacher will be able to access a highly supportive network of school leaders as well as opportunities to share best practice drawing upon the most recent national and international research.

The Eastbourne Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check. As a school dedicated to the principle of equal opportunities, we aim to ensure that staff recruitment is fair and open to all regardless of age, social class, disability, religion, ethnic origin or sexual orientation within the context of a detailed person specification.

Yours sincerely,



Mr Dan Wynne Willson
Headteacher



Rachel Gough
School Improvement Executive

JOB DESCRIPTION



Job Title: Deputy Headteacher
Grade: Leadership Scale L17 - L21
Responsible to: Headteacher

Main Purpose:

The Deputy Headteacher will work in partnership with the Headteacher and other SLT members in defining, articulating and implementing the vision and values of The Eastbourne Academy through effective communication and engagement of all stakeholders.

The Deputy Headteacher will also be expected to fulfil the professional responsibilities as set out in the School Teachers' Pay and Conditions Document (STPCD).

The specific nature and balance of responsibilities will vary according to the needs of the academy but the main functions of the role are:

Deputise for the Academy Headteacher;

- Have responsibility with SLT for the development of planning, coverage and delivery of the National Curriculum, and delivery of teaching and learning policies;
- Support the Headteacher in the academy's self-review procedures, including the analysis of performance data, and producing the Academy Development Plan;
- Implement the academy's behaviour policy to maintain good order in the academy;
- Carry out Performance Management of designated staff;
- Undertake other reasonable duties at the request of the Headteacher or governing body;
- Promote the values and achievements of the academy to the community;
- Lead, drive, motivate, support, challenge and develop middle leaders to secure improvement across the academy;
- To lead in the further development of the teaching of core and foundation subjects;

All members of the Academy's Senior Leadership team are expected to:

- Reflect the academy's vision and aims by promoting and developing a learning and caring culture;
- Demonstrate leadership by example;
- Set high standards, acting as role models for colleagues;
- Show a commitment to enabling all pupils to maximise their achievements;
- Contribute to the provision of a safe and secure learning environment;
- Support the academy's endeavours to meet the needs of its community;
- Manage staff in a way that promotes their skills, confidence and expertise;
- Participate in the academy's Performance Management process;
- Lead assemblies.

JOB DESCRIPTION



Key Accountabilities:

Strategic direction and development of the academy:

- To assist the Headteacher in shaping the vision and direction for the academy, setting out very high expectations and with leadership of pupil engagement;
- Lead the strategic direction of expected standards of behaviour which support learning and positive pupil outcomes;
- Direct line management responsibilities of the pastoral team;
- Oversight and leadership of the academy CARE curriculum (mentor time);
- To play a significant role in setting aims and objectives for the academy and in producing the Academy Development Plan along with the Headteacher, governors and other senior leaders;
- To take responsibility for developing and monitoring policy and practice as laid down in the Academy Development Plan, and in agreement with the Headteacher;
- To assist the Headteacher in academy self-evaluation and in the effective planning and management of resources to secure improvements;
- Demonstrate strategic vision and planning, using performance data analysis to inform staff deployment and to set targets;
- Ensure that analysis leads to improved rates of children's progress and overall attainment levels across the designated phase or whole academy;
- Creation of strategic and operational data analysis systems to support in-depth analysis of individual teacher, subject and curriculum performance as part of the whole academy self-evaluation process;
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice;
- Work with the governing board as appropriate;
- Support strategic, curriculum-led financial planning to ensure the effective use of budgets and resources.

Leading and Managing Staff

- Lead, drive, motivate, support, challenge and develop staff to secure improvement;
- Support the Headteacher and governors in accounting for the efficiency and effectiveness of the academy to all relevant stakeholders;
- To actively participate in academy / community events;
- In consultation with, and by the direction of the Headteacher, deploy people and resources efficiently and effectively i.e. timetables, supply staff;
- To participate in recruitment and selection as agreed by the Headteacher.

Safeguarding

- As a member of the academy leadership team promote the safeguarding and welfare of pupils and staff in accordance with the current statutory guidance and legislation;
- Create and maintain an effective partnership with parents/carers to improve children's achievement and their personal and social development;
- Take responsibility for handling individual pupil disciplinary cases.

The duties / responsibilities of this post may vary from time to time according to the changing needs of the Trust services.

PERSON SPECIFICATION



Qualifications	Qualified Teacher status.	E
	Recognised degree or equivalent.	E
Experience	Recent participation in a range of relevant and significant continuing professional development, including leadership.	E
	Successful Senior Leadership experience.	E
	Impacting significantly on a whole academy initiative which has led to raising standards.	E
	Experience of leading one or more curriculum areas with evidence of impact of initiatives on pupil outcomes.	D
	Successful curriculum leadership and innovation.	E
	Successful Senior Leadership experience or substantial experience of coaching teachers to improve performance.	E
Skills & Abilities	Improve planning and implementation, monitoring and review.	E
	Developing effective partnerships with parents and outside agencies.	E
	Improving the quality of teaching at individual practitioner level and whole academy.	E
	Working in partnership with governors.	E
	Ability to inspire, motivate and challenge staff including through the development of effective teams.	E
	Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care.	E
	Ability to use performance management to promote and support academy improvement.	D

PERSON SPECIFICATION



CRITERIA		ESSENTIAL/ DESIRABLE
Knowledge	Up to date knowledge of national policies, priorities and statutory frameworks including recent changes in curriculum and assessment.	E
	Appreciation of the benefits of effective collaborative working.	E
Personal Qualities	Excellent communication skills.	E
	Exceptional interpersonal skills	E
	Personal impact, commitment, enthusiasm, integrity and resilience.	E
	A commitment to promoting and developing pupils' personal development and well-being.	E
	Enjoyment, energy and enthusiasm for working with our children.	E
	Willingness to maintain own learning and professional development.	E
	Being an organised, professional, reflective practitioner and creative thinker.	E

OVERVIEW

Since its creation in September 2010, Swale Academies Trust has developed into one of the South East's leading Multi-Academy Trusts.

Our purpose is to develop good and outstanding schools and ensure the rapid improvement of schools with challenges.

As the Trust has grown and developed, we continue to ensure that effective school support and leadership is maintained. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

The Trust is an organisation which is driven by the belief that all children deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

Swale Academies Trust – Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne



Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Peacehaven
- The Eastbourne Academy, Eastbourne
- The Holmesdale School, Snodland
- The North School, Ashford
- The Sittingbourne School, Sittingbourne
- The Turing School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne



Central Support Services (based at Trust Head Office), Ashdown House, Sittingbourne

- Human Resource Team
- Finance Team
- ICT Team

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on swale.at website. Completed forms can be sent to casey.rose@swale.at or by post to the following address:

Mrs Casey Rose
The Eastbourne Academy
Brodrick Road,
Eastbourne,
East Sussex
BN22 9RQ

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Visual identification which includes a photograph, usually a passport or driving licence
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

Safeguarding

Our Trust has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold.

This can be downloaded here: <https://www.swale.at/page/?title=Privacy+Notice&pid=33>



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