



Deputy Headteacher

Recruitment Pack



Nurturing inclusive learning communities

CEO WELCOME

Dear Applicant,

Thank you for your interest in this vital post of Deputy Headteacher at Ethos Academy Trust. We hope that the information contained within this pack provides sufficient information and helps you to decide if you have the right qualities, skills and experience to apply for this position.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

We have six Academies: Ethos College, Reach Academy, Evolve Academy, Engage Academy, Elements Academy and Enrich Academy and we have high aspirations for future growth.

Thank you for your interest in Ethos Academy Trust and we will look forward to receiving your application.



Chris Davis
CEO, Ethos Academy Trust



HEADTEACHER WELCOME

Dear Applicant,

Enrich Academy is a well-established education provision for Key Stage 4 students (aged 14-16), specialising in supporting students with Social, Emotional and Mental Health (SEHM) needs as well as supporting young people aged 14-16 who are unable to attend a mainstream setting. Our nurture-based philosophy underpins our practice and ensures that we meet the individual needs of every student.

At Enrich Academy, our aim is to provide a caring, stimulating, safe, and welcoming environment where learning is enjoyable. We also ensure our teaching is personalised to the needs of students by personalising the curriculum to challenge ability and raise aspirations.

In January 2024 we opened a new vocational centre at our second site offering our students a wide range of vocational subjects to widen their experiences further.

We aim to improve student wellbeing and the life chances of our young people, and all our students are supported to fulfil their individual potential whilst developing the confidence and skills required to succeed in post-16 education, employment or training.

We are seeking to appoint an inspirational Deputy Headteacher to join our strong and dedicated team. The successful applicant must be dedicated to helping our young people reach their full potential. I would like to thank you for your interest in Enrich Academy, and I look forward to receiving your application.

Matt Allison

Headteacher, Enrich Academy



Ethos College provides long-term full-time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs.

Our mission at Ethos College is to create a secure and stimulating learning environment in which all students are valued and respected, their learning is promoted, and their strengths are nurtured. Our focus is to prepare young people for transition to post-16 education, employment or training.



Evolve Academy is a KS2 and KS3 school that supports students with wide-ranging Social, Emotional and Mental Health (SEMH) needs. We currently have two school bases: one in Wakefield and the other in Castleford. Some of our students have been permanently excluded from Wakefield primary or secondary schools. We also work in partnership with Wakefield mainstream schools to offer a 12-week placement for students who may require short-term step-out provision before returning to their mainstream school.

Our aim is to provide a supportive and nurturing environment that will enthuse and engage students in education. We strive to ensure that our students have clear pathways to their next educational setting, supporting schools to ensure that their varying long-term needs can be effectively met, whether this is in a mainstream or more specialised school environment. Our long-term aim is for students to be empowered to develop into responsible citizens beyond their school years.



Elements Academy opened in September 2022, and is a special school based in Rotherham for students in KS2 to KS4 who have social, emotional and mental health (SEMH) needs. All pupils attending the academy have an Educational Health and Care Plan (EHCP) in place.

We provide a community that is safe, respectful and aspirational and the nurture principle is at the heart of everything that we do. We offer a curriculum that empowers students to gain the skills, knowledge and resilience they need to be happy and successful individuals. At Elements Academy, we place equal value upon academic and personal development and, whilst we know our students have barriers to overcome, we are committed to giving them the skills to overcome them.



Reach Academy is a well-established school for children in Key Stage 3 (ages 11 to 14) with Social, Emotional Mental Health (SEMH) needs. All pupils attending the academy have an Educational Health Care Plan (EHCP) in place. Our nurture principles underpin our practice and ensure that we meet the individual needs of every pupil. We are committed to improving the life chances of pupils by removing barriers to engagement and achievement. Our aim is to create a secure and inspiring environment where every child is empowered to take ownership of their learning and their futures.



Engage Academy is a school for primary aged children in EYFS 2 and Key Stages 1 and 2 (ages 4-11) with SEMH needs. All pupils attending the academy have an Education, Health and Care Plan (EHCP). We offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have extremely high expectations and achieve good academic progress across the curriculum with an emphasis placed on improving pupils' reading, writing and maths skills through personalised and creative learning opportunities.

Enrich Academy is a well-established education provision for Key Stage 4 students (aged 14-16), specialising in supporting students with Social, Emotional and Mental Health (SEHM) needs as well as supporting young people aged 14-16 who are unable to attend a mainstream setting. Our nurture-based philosophy underpins our practice and ensures that we meet the individual needs of every student.



At Enrich Academy, our aim is to provide a caring, stimulating, safe and welcoming environment where learning is enjoyable. We also ensure our teaching is personalised to the needs of students by customising the curriculum to challenge ability and raise aspirations.

We aim to improve student wellbeing and the life chances of our young people, and all our students are supported to fulfil their individual potential whilst developing the confidence and skill required to succeed in post-16 education, employment or training.

TRUST MISSION

Ethos Academy Trust is uniquely positioned with a clear strategic focus on Social Emotional and Mental Health and wider Special Educational Need provision. Our Academies are nurturing and inclusive communities, underpinned by a genuine value led culture where pupils and staff thrive and grow to their full potential.

OUR CORE VALUES

Leading with integrity



Thinking innovatively



Celebrating achievement



- Championing honesty and transparency
- Building trusting relationships

- Finding creative solutions
- Meeting individual needs

- Improving academic progress
- Enriching personal development

Encouraging freedom and responsibility



Improving continuously



- Raising standards
- Developing strong and effective leaders

ETHOS
ACADEMY TRUST

Nurturing inclusive learning communities

WHY WORK FOR THE TRUST?

Ethos Academy Trust spans West and South Yorkshire, with all our Academies in close proximity to one another and in easy reach of main motorways and the cities and towns of Leeds, Wakefield, Huddersfield, Bradford and Rotherham. The proximity of our Academies is such that it lends itself to close and collaborative working.

At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all the children and young people within our community at the heart of what we do. Our staff are pivotal in this and in recognising, achieving and bringing to life our vision and values.

As such, we are committed to providing our staff with high quality professional development which can be evidenced through a variety of channels. We have numerous examples of staff who have developed and progressed their careers with the Trust. We fully embrace the fact that if we invest in our staff and their futures, we will create an environment where staff are happy, inspired and ambitious, which in turn means that they are able to create positive, engaging and life changing learning experiences for pupils

Ethos Academy Trust is fully committed to supporting and enhancing the wellbeing and mental health of all stakeholders. Across the Trust there are regular opportunities for staff to come together outside of their normal working day in a social or other activity capacity.

As an employer, we are able to provide the following benefits to all members of staff:

- A chance to work at a unique Trust with a clear direction and commitment to working with Social Emotional and Mental Health need and wider SEND pupils.
- The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and support staff and continues to subscribe to local holiday patterns and allowances within the local authority of each academy.
- Opportunities to collaborate with colleagues across academies and within the Central Trust teams and other Multi Academy Trusts on a local and/or regional basis.
- Structured and informal opportunities to develop skills and opportunity to progress, share best practice (locally and nationally).
- Access to Teacher and Local Government Pension Schemes.
- Access to 24/7 Employee Assistance Programme which includes counselling and physiotherapy services.
- All staff have 1:1 sessions with their managers every half term and complete a Wellness Action Plan at least annually.
- All staff are required to have an annual appraisal.
- We recognise and reward staff who have gone over and above with our half termly values driven staff awards.
- Opportunity to have your say and to contribute to Academy related developments via annual staff survey, regular “pulse” surveys and Academy Liaison Groups.

- Access to employee salary sacrifice schemes such as Cyclescheme, Techscheme and discounted shopping.
- Additional day off after 5 years' service with the Trust
- Local agreements for corporate access to gyms and other leisure facilities.



I was inspired to pursue a career with children who have SEMH needs through my experience of teaching music as an unqualified Teacher. I joined the Trust thirteen years ago as an Inclusion Worker and was subsequently promoted to Senior Inclusion Worker, before being supported to secure a teaching qualification. More recently I was able to complete training to become a SENDCo and I am currently SENDCo for Reach Academy. The Trust and management team within Reach Academy not only supported my ambition to become a fully qualified Teacher, they continue to offer opportunities for my ongoing personal and professional development.

SARAH SIMMONDS, SENDCO - REACH ACADEMY

During my 8 years of employment with Ethos Academy Trust, I have been supported to access a number of professional opportunities and, after securing a teaching role, I became a member of the Senior Leadership Team at Ethos College and was supported in undertaking the NPQSL to help me enhance my leadership skills, understanding and practice. From January 2024, I moved to the position of Head of School at Reach Academy.

The Trust is committed to providing relevant and meaningful professional development opportunities to support the career progression of the staff team. I have always felt highly valued and supported by the Trust in everything that I do. It is an absolute privilege to work for a Trust that is so invested in supporting its staff to be the best that they can be and help to transform the lives of so many young people.

JACK GHEE, HEAD OF SCHOOL - REACH ACADEMY



ADVERT FOR DEPUTY HEADTEACHER

Deputy Headteacher

L12-L16

Full time

Permanent

Closing date – 23 February 2026 at 9am

Applicants

This is an exciting opportunity to join Ethos Academy Trust, where we aim to deliver the very best educational experiences for pupils across the primary and secondary age range. Our academies are welcoming, calm and purposeful and, within a nurturing ethos, our learners are stretched academically, supported pastorally and developed socially and emotionally.

We are looking to appoint an inspirational Deputy Headteacher to join our passionate and hardworking team at Enrich Academy.

If you are looking for a new and rewarding challenge in education and you are committed and passionate to making a difference, then we look forward to hearing from you.

Closing date: 23 February 2026

Interview date: 26 or 27 February 2026

If you require further information or would like to arrange a visit, please contact Matt Allison – mallison@eat.uk.com

You can apply for the vacancy at

<https://www.eat.uk.com/recruitment-portal/current-opportunities/>

Safeguarding statement

Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check (including Children's Barred List) and past employment references.

Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

DEPUTY HEADTEACHER JOB DESCRIPTION

Job title	Deputy Headteacher
Location	Enrich Academy
Hours	Full time Permanent
Reports to	Headteacher
Staff responsible for	Teaching and non-teaching staff
Closing Date	23 February 2026 at 9am
Salary/Grade	L12-L16
Job Purpose	<p>To assist the Headteacher in the strategic leadership and management of the academy in all aspects of school improvement.</p> <p>To provide leadership and direction for significant aspects of the academy, ensuring it is effectively managed and organised by working strategically with all partners and stakeholders to develop an outstanding provision which will transform the educational and future life opportunities for all pupils.</p>

KEY OBJECTIVES AND ACCOUNTABILITIES

Main Duties

Alongside the Headteacher:

- Strategically lead, develop and implement quality assurance processes to monitor and evaluate standards across the whole school and actively model and promote effective teaching and learning
- Strategically lead in shaping a vision for the curriculum and curriculum design for all pupils, exemplifying high expectations and with a clear focus on teaching, learning and progress

- Play a significant role in setting aims and objectives, and in formulating, implementing and reviewing the impact of School Development Plans
- Inspire, motivate and influence staff and pupils, taking a lead role in maintaining the highest standards of pupil discipline, offering guidance and support to colleagues
- Take a significant role in the implementation of the Trust's Performance Management and Appraisal policies to ensure school improvement and individual personal development
- Sustain effective systems of line management
- Identify and address aspects of training needs for the staff team ensuring continued professional development has a direct impact on the development of provision outcomes for pupils
- Make a significant contribution to the academy's professional development programme, including co-ordinating training programmes, delivering INSET and working with individuals and teams in a variety of professional development activities
- Contribute and lead elements of academy self-evaluation and developing planning processes
- Contribute to having a direct impact in raising achievements to the highest-level for all children through uncompromising high ambition
- Develop, implement and quality assure effective systems of communication including compiling reports to key stakeholders
- Take full responsibility for leading and managing a significant aspect of the strategic leadership and performance of the academy under the overall direction of the Headteacher
- Teach and undertake the professional responsibilities of the Deputy Headteacher in accordance with the Teacher Pay and Conditions documented and as directed by the Headteacher
- To assist in the day-to-day running of the academy and deputise in the absence of the Headteacher
- To enable a climate in the school which empowers all pupils to display improving behaviour
- Undertake a significant role in maintaining a high standard of pupil behaviour and discipline within the framework of academy policy, and support other staff as necessary
- Maintain an informed view of standards and quality of teaching across the academy by monitoring pupils work and teachers' planning and teaching
- Actively promote equality of opportunity by assisting the Headteacher in ensuring the academy's curriculum provides the best possible education for all its pupils and have uncompromising high ambitions for all staff and pupils
- Be a lead professional and positive role model within our community, helping others recognise difference and respect diversity
- Liaise effectively with parents and carers to develop and sustain positive relationships between school, home and other settings to support progress with learning and SEND and SEMH needs

Quality of Education

- Ensure the whole school and subject curriculum has clear curriculum intent that aligns to the academy's vision and values

- Ensure the academy's curriculum offer provides continuity of learning and the building of powerful knowledge, skills and competencies for learning
- To build curriculum offer that demonstrate aspiration, high expectations and fully prepares pupils for the next phase of their learning, enabling them to progress successfully
- Maintain a deep understanding and knowledge of the local, national and political educational picture
- Be responsible for developing quality assurance processes to audit, monitor and evaluate the quality and impact of the curriculum offered in the academy
- Develop and maintain strong partnerships with education institutions, training organisations and employers to enrich and enhance the curriculum
- Ensure the academy has an unwavering focus on improving the quality of teaching and learning and set challenging targets for improvement with clear milestones and regularly report on the progress made
- To ensure that where monitoring and evaluation identifies serious concerns, urgent action is taken to address these by following Trust processes
- Ensure that evidence from monitoring and evaluation informs the CPD programme in terms of sharing best practice and identifying areas for development
- Provide regular reports on the Quality of Education to the Headteacher and Executive team
- Lead the academy's development of policies relating to the Quality of Education
- Ensure there are effective processes for assessment and marking, providing pupils with accurate and reliable feedback that helps them to progress and informs teachers about future planning
- Be responsible for ensuring that robust and consistent systems are in place for tracking and monitoring the progress of pupils at whole school and individual levels
- Ensure the academy has very clear, rigorous and robust processes in place for monitoring and tracking the progress of every pupil to identify underachieving students and provide intervention where necessary
- Ensure the academy has robust processes for moderating and standardising assessment data to ensure it is accurate and reliable
- Chair meetings and lead/be a member of key strategic working parties within and beyond the Trust

General

- Act with integrity, honesty and professional competence and understand the importance of confidentiality.
- Have a positive attitude towards working with vulnerable young people including ability to be understanding, responsive, calm and supportive.
- Carry out your duties with due regard to current and future Trust and academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, induction and on-going performance development and through Trust communications.
- Take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety at Work Act
- Demonstrate day to day commitment to the Trust's vision, mission and core

values.

- Carry out such reasonable additional duties as may from time to time as determined by or on behalf of Trust Senior Leaders or the Trust Board.

PERSON SPECIFICATION

	Key Criteria	Essential (E) / Desirable (D)
Knowledge, Education and Training	Hold Qualified Teacher Status	E
	Hold an NPQSL qualification, or a willingness to work towards	E
	Have evidence of recent CPD to fulfil the requirements of the role	E
	Knowledge of Ofsted inspection criteria and processes for the Quality of Education	E
	Understanding of effective strategies for gaining and maintaining high standards of discipline at whole-school level	E
	Understanding of current theory and practice of best practice in teaching and learning	E
	Understanding of how the role of parents and carers and the community can be promoted and developed	E
	Hold an Advanced Team Teach qualification, or a willingness to obtain	E
	Evidence of post graduate study	D
	Proven and substantial experience of a highly successful teaching career	E
Relevant Experience	Substantial experience in a leadership role with broad experience of strategic leadership, impacting positively and leading to improved standards at whole school level	E
	Have experience of leading, developing, delivering and evaluating effective strategies for learners with SEND, in particular children with SEMH needs	E
	Experience of developing and implementing strategies for school improvement, including data analysis, target setting and strategies for improving the quality of education for all pupils	E
	Experience of curriculum design	E

	<p>Experience of leading on staff development initiative, mentoring staff and taking a lead on systems for managing performance and under performance</p> <p>Experience of setting ambitious standards for all pupils, overcoming disadvantage and advancing equality, ensuring the accountability of staff for the impact of their work</p> <p>Experience of implementing clear policies and practice throughout the academy, including monitoring and evaluating their impact</p> <p>Experience of improving the quality of teaching and learning through processes of monitoring and support</p> <p>Experience of initiating and implementing strategies to improve parental/carer involvement in their child's learning</p>	E
Aptitudes, skills and competencies	<p>Ability to provide a model of best practices, through teaching in own or other settings</p> <p>The ability to contribute to the day-to-day demands of a Senior Leadership Team</p> <p>Demonstrate leadership qualities, resilience and the ability to enthuse, empower and motivate others, whilst working flexibly as part of a team</p> <p>Articulate a clear vision for high quality education within the context of the school</p> <p>Effective communication skills both orally and in writing to a diverse range of audiences internally and externally whilst maintaining an effective network of contacts</p> <p>Ability to relate well and be responsive to the requirements of pupils with SEMH needs</p> <p>Ability to work effectively under pressure and with the ability to prioritise to meet deadlines</p> <p>Good analytical skills to understand and process complex information and the ability to summarise and draw appropriate conclusions and make decisions based on relevant data</p>	E
Any additional factors	<p>The postholder may be required to work outside of normal academy hours on occasion, being flexible and adaptable in a variety of situations with due notice</p>	E

	Willingness to undergo an Enhanced DBS check and willingness to sign up to the DBS service on an annual basis	E
	Commitment to ongoing personal training and development	E
	Willingness to work offsite with pupils and families	E
	Full driving licence and a willingness to transport pupils in own vehicle and obtain business insurance	E
	Willingness to drive the school minibus	E

Equality and Diversity statement

Ethos Academy Trust treats all applicants for employment in the same way regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Disability statement

Ethos Academy Trust is committed to promoting equality of opportunity for people with disabilities. We continue to review our processes and procedures to ensure individuals with disabilities receive full and fair consideration for all types of vacancies at the recruitment stage and during their employment.

Individuals who apply to the Trust for employment will receive fair treatment and be considered solely on their ability to do the job. Where required reasonable adjustments will be applied. During employment the Trust, wherever possible, will retain the services of an employee who is or has become disabled.

Online checks for shortlisted candidates

In accordance with DfE Keeping Children Safe in Education 2024, an online search, including social media, will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

GDPR

A copy of our Privacy Notice is available via our website: www.eat.co.uk



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Ethos Academy Trust
c/o Reach Academy
Field Hill Centre
Batley Field Hill
Batley
WF17 0BQ