



# PRINCE ALBERT COMMUNITY TRUST

PRIMARY RECRUITMENT PACK

**DEPUTY HEAD TEACHER**



# CONTENTS

**03** Welcome from our CEO

**04** Our Philosophy

**05** Our Vision, Ambition and Values

**06** Safeguarding Policy

**07** Job Description

**09** Person Specification

**11** Explanatory Notes

**14** Contact Us



# WELCOME FROM OUR CEO

Thank you for taking the time to download the application pack and expressing your interest in the Deputy Head Teacher vacancy at the Prince Albert Community Trust.



I am a mom of five wonderful children and I passionately want the very best for each and every one of them, they are all unique individuals which means no one model suits them all. What I want for them is the same as any parent would want for their child; the very best. The best school, the best teachers, the best opportunities, the best sports coaches, the best dinner staff and the best pastoral care in order to ensure they are happy, safe and successful, today and in the future.

I have worked as a teacher and leader in numerous schools across Birmingham for the last 22 years. Being the Chief Executive Officer for The Prince Albert Community Trust is an exceptionally privileged position which enables me to strive and achieve for PACT children what I want for my own. One of our mantras is “we work this hard because we believe that our schools have to be good enough for our own children...we hope someone will work this hard for our children.”

Key to achieving our PACT vision of “enable every student to succeed at school and in life” is one of my core principles; developing people. I believe by inspiring and developing staff we will inspire and develop our students and so we work extensively to personalise the learning for all. I feel blessed to work with the children, staff, and trustees of the PACT. My role allows me to work with and for all of our schools. Having a strategic overview of their strengths and areas for development, we work tirelessly to support each other across the PACT working in true collaboration.

We actively seek and positively welcome challenge, feedback and suggestions. Please feel free to see any of our staff, myself, or our feedback section on our websites and help us on our journey. The door is always open.

Mrs P Sherlock-Lewis

# OUR PHILOSOPHY

We want our school leavers to have a strong sense of purpose and for them to understand that they can benefit from society but more importantly can be a benefit to society. We want our students to be hard working, ambitious and resilient. They will understand their rights and responsibilities as British citizens and their roles in improving their neighbourhoods and communities. They will have every opportunity to develop their emotional intelligence and decision making skills. They will develop an understanding of local, national and international issues and will have an awareness and understanding of their position as global citizens.

We have a fundamental and strongly held belief that our students have the potential to achieve the highest academic standards and to compete with high achieving students locally, nationally and internationally. We want to prepare our students for the very best opportunities the world has to offer. To make this possible we nurture excellent partnerships with leading universities and businesses. The success of our schools is built on the relationships we have with our families which is based on mutual trust and an understanding that we only want the very best for our students.

*'Our students have the potential to achieve the highest academic standards'*



# OUR VISION, AMBITION AND VALUES

## Vision

Enable every individual to succeed at school and in life

## Ambition



Exceptional pupil welfare



Exceptional people



Exceptional education



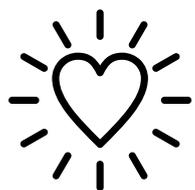
Exceptional infrastructure



Sustainability

## Values

In all that we do we demonstrate:



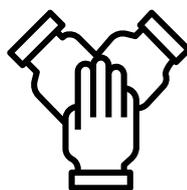
### PASSION

Inspiring a love of learning and being determined to make a difference.



### ASPIRATION

Wanting the very best for our pupils, our families, our communities and our staff.



### COLLABORATION

Working positively with each other, with parents and carers, other stakeholders and partners to achieve our goals.



### TRUST

Acting with integrity, being reliable and caring to create a safe and respectful environment for all to learn and work in.

# SAFEGUARDING POLICY

## CHILD SAFEGUARDING POLICY

At Prince Albert Community Trust we are committed to Safeguarding and Promoting the Welfare of all its students. Each students' welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, 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 in a positive way. Whilst at PACT, their behaviour may be challenging, we will always take a considered and sensitive approach in order that we can support all our students.

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

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

## KEEPING CHILDREN SAFE IN EDUCATION 2025

The Trust pays full regard to 'Keeping Children Safe in Education' guidance 2025. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, social media, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

**Please visit each school's website by clicking on the images below for their full policy.**



# JOB DESCRIPTION

## Job Title: Deputy Head Teacher

Provide outstanding leadership of a school so as to ensure its continuing improvement and success

Provide access to the best possible education for every pupil to secure high standards

## Salary: Leadership

**Conditions of Employment:** These are stated in the most recent Conditions of Employment of Teachers other than Headteachers taken from the most recent School Teachers Pay and Conditions and any subsequent orders and guidelines related to teachers' conditions of service

**Responsible to:** The PACT Board of Trustees, Academy Committees, CEO, Executive Headteacher, Head Teachers and directly responsible for any persons providing support within the classroom

## JOB DESCRIPTION: DEPUTY HEAD TEACHER

**Job Description:** Prince Albert Community Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment. This post is subject to safer recruitment measures, including a DBS check.

**Purpose of the Post:** To lead a curriculum area across the Multi Academy Trust

### DUTIES AND RESPONSIBILITIES

The roles and responsibilities are in line with roles identified in the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document.

This includes working in close partnership with the Board of Trustees, Academy Committee, DFE, SLT, colleagues, parents, and appropriate external agencies to ensure that the PACT's vision and strategic plans are effective and relevant to the MAT and its community.

This includes:

#### 1. Leadership & Strategic Development

- Provide strategic leadership that secures the delivery of high standards of attainment and personal development for all pupils and staff.
- Provide leadership in the development of innovative teaching and learning and extended community activities.
- Provide the strategic leadership for the curriculum across the MAT.

#### 2. Safeguarding

- Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.
- Evidence of implementing safeguarding and Equal Opportunities and other legislation essential for the health, safety and well-being of the school and community.
- Ensure that all statutory requirements are met.
- The policies and procedures adopted by the MAT are fully implemented and followed by all staff.
- Receive training in order to be a lead designated senior person ensuring other staff are supported in order to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

#### 3. Standards

- Ensure that the statutory requirements of the national curriculum and other national curriculum developments are met and in consultation with Birmingham local authority, where appropriate.
- Develop and implement a broad and relevant curriculum which embraces innovative approaches to teaching and learning, and is at the forefront of best practice, to meet the needs of all pupils.
- Monitor and evaluate the curriculum for both quality and value for money.
- Embed data and benchmarking systems to monitor progress, raise standards and ensure a continuous and consistent school wide focus on pupils' achievement which engages the support of parents/carers and the assistance of other stakeholders.
- Ensure that suitably challenging targets are set, including those for pupil attainment, progress and attendance.
- Develop an ethos and structure for managing behaviour which enables each pupil to achieve their potential, including the management of pastoral care, pupil welfare and effective anti-bullying procedures.
- Maintain effective assessment, recording and reporting systems of pupil progress.
- Involve pupils, as partners in the learning process, in the development and decision-making of the school.

#### 4. Leading People

- In partnership with each individual schools Academy Committee, lead the selection, appointment, deployment and management of high-quality staff to ensure that effective learning takes place throughout the school.
- Create, maintain, and enhance effective working relationships with staff, including consultation with professional associations, as appropriate.

- Maximise the contribution of staff to improve the quality of education provided and standards achieved and to sustain the progress of the school.
- Manage the effective deployment and performance of staff by supporting and ensuring their professional development.
- Involve staff in decision-making, as appropriate, in order that all who work across the MAT are committed to its development.
- Develop the leadership skills of staff at all levels and the pupil body.
- Regularly review own practice and performance, set personal targets and take responsibility for own development.
- Promote the school ethos, values and aims, characterised by high aspirations and expectations.
- Engage philosophically and in practice with MAT's ethos of using coaching and mentoring to develop others.

### 5.Accountability

- Produce regular reports and provide information, support, and objective advice to the Academy Committee on the educational, and community aspects of the school.
- Develop an organisation in which staff recognise they are responsible for the success of the school and individual accountabilities are clearly defined, understood, agreed, and acted upon.
- Work effectively and collaboratively with external partners and stakeholders to achieve mutually agreed objectives, where relevant.
- Ensure that effective communications are maintained within and beyond the MAT and with stakeholders.
- Ensure that parents/carers and pupils are well informed about all aspects of each of the schools and, in particular, about attainment, progress and targets for further improvement.
- Take responsibility for performance management for a group of staff. Implement and sustain effective systems for review and where necessary follow policy and procedure to hold staff accountable.

### 6.Working across the MAT

- Engage fully in the MAT's ethos of working together as a family to ensure success for all schools, 'One school, lots of buildings.'
- Work across all schools ensuring consistency in all policies and procedures.
- Ensure through effective communication that the very best outcomes are achieved for all schools.
- Work alongside the Central Support team to ensure that all advice is followed.
- Understand, embrace and respect all teaching and non-teaching leaders, allowing them to lead in their field of expertise.

### 7.Strengthening Community

- Develop and encourage good relations between the schools and the wider community.
- Collaborate with parents/carers and with other agencies to ensure that the school meets the wider needs of its pupils, staff, and the local community.
- Work closely with other schools and academies locally, nationally and internationally, and, where deemed appropriate, providers of further and higher education.
- Work closely with the local authority and organisations in the business, public, private and voluntary sectors to meet the needs of the pupils.
- Develop each of the schools as an asset for the local communities, in line with the shared vision, to enable all to benefit from the facilities for education, training, health, fitness and recreation opportunities.
- Work with the Academy Committees, partners and other representatives to develop the school as a hub for the community to deliver multi-agency services for the family – working in close collaboration with the pre-school provider in particular.
- Ensure the school reflects a culturally inclusive ethos, which actively values and promotes diversity, unity and community cohesion, and supports pupils to become successful integrated citizens.
- Any other duties as commensurate within the grade in order to ensure the smooth running of the schools.

**PLEASE NOTE: THIS JOB DESCRIPTION IS NOT PRESCRIPTIVE AND MAY BE REVIEWED AND CHANGED, IN CONSULTATION WITH THE POSTHOLDER, TO MEET THE CHANGING NEEDS OF THE MAT.**

## PERSON SPECIFICATION: DEPUTY HEAD TEACHER

Criteria	Essential	Desirable
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Relevant degree</li> </ul>	<ul style="list-style-type: none"> <li>• Safer Recruitment training</li> <li>• DSL training</li> <li>• A Master's or equivalent</li> <li>• A relevant professional qualification (e.g., NPQ)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful senior leadership experience within a primary school.</li> <li>• A proven track record of providing clear vision, leading change and implementing effective improvement strategies to raise standards for pupils of all abilities.</li> <li>• Ability to work well under pressure and meet deadlines.</li> <li>• Strong understanding of effective pedagogy, assessment practice, and the primary curriculum.</li> <li>• Proven ability to plan, design and lead high-quality staff development sessions that strengthen teaching practice across the school.</li> <li>• Ability to lead staff improvement and hold others to account in order to secure consistently high standards across the school.</li> <li>• Experience leading curriculum development in a core subject or across multiple year groups.</li> <li>• Successful partnership working with other schools, relevant service agencies and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to coach others (a coaching qualification)</li> <li>• Use of digital tools or platforms to support staff development or drive school improvement.</li> <li>• Implementation or support of the use of educational technologies across a phase or subject.</li> </ul>
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of national priorities, current curriculum developments, and educational research.</li> <li>• In depth knowledge of best practice in teaching and learning.</li> <li>• Ability to plan strategically and to evaluate school effectiveness, with a sharp focus on improving the quality of teaching and learning.</li> <li>• Experience using data and monitoring systems to evaluate performance and drive school improvement.</li> <li>• Providing a positive role model for staff and pupils.</li> <li>• Demonstrate the ability to lead, motivate, develop and inspire staff and encourage pupil and parental involvement.</li> <li>• Ability to work effectively as part of the school team and with Trust Board or Academy Committee members, leadership team, pupils, parents/carers, stakeholders and partners beyond the education sector.</li> <li>• Ability to think strategically, creatively, and to prioritise.</li> <li>• Excellent communication (including written, oral, and presentation skills) and interpersonal skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate experience of effective collaboration with other education providers and agencies, including cross-phase partners</li> <li>• Experience of effective use of e-learning and ICT to support innovative teaching and learning</li> <li>• Ability to work effectively with members of the local community in developing the school as a community resource.</li> <li>• Experience of working in more than one school and applying effective practice across different contexts.</li> <li>• Ability to work strategically across a MAT, maintaining an appropriate balance between contribution to the Trust and effective use of time and resources.</li> </ul>

## PERSON SPECIFICATION: DEPUTY HEAD TEACHER

Criteria	Essential	Desirable
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Ability to promote a positive school culture that encourages strong attendance and pupil engagement.</li> <li>• Willingness to learn from others and to both seek and take advice.</li> <li>• A strong understanding of, and commitment to, equality of opportunity and inclusive education.</li> <li>• A thorough understanding of safeguarding, KCSIE, and statutory responsibilities, including experience implementing safeguarding procedures.</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>• Evidence of motivation for working with children.</li> <li>• Evidence of ability to form and maintain appropriate relationships and personal boundaries with children.</li> <li>• Evidence of emotional resilience in working with children exhibiting challenging behaviour.</li> <li>• Designated Senior Person training or willingness to be trained.</li> </ul>	
<b>Suitability to work with children</b>	<ul style="list-style-type: none"> <li>• Responsible for promoting and safeguarding the welfare of children and young persons for whom you are responsible or come into contact with</li> <li>• Not barred from working with children</li> </ul>	

# EXPLANATORY NOTES

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



## SAFEGUARDING CHILDREN AND YOUNG PEOPLE

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

- Candidates should be aware that all posts in Prince Albert Community Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether 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, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.



## INTERVIEW PROCESS

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

**All candidates invited to interview must bring the following documents:**



1. Documentary evidence of **right to work** in the UK



2. Documentary evidence of **identity** that will satisfy DBS requirements



3. Documentary proof of current **name** and **address**



4. Where appropriate any documentation evidencing **change of name**



5. Documents confirming any educational or professional **qualifications** that are necessary or relevant for the post

Please note that originals of the above are necessary, photocopies or certified copies are not sufficient. We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.



## CONDITIONAL OFFER: PRE-EMPLOYMENT CHECKS

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory Enhanced DBS Check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory online checks
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance



## HOW CAN I APPLY?

To apply for this role, please complete an online application form via the Trust's [Careers](#) page.

Adverts Open  
23 March 2026



Deadline for Applications  
17 April 2026

Shortlisting  
TBC



Interviews  
W/C 27 April 2026

All candidates are required to complete an application via MyNewTerm. All applications will receive an email confirmation of receipt of application via MyNewTerm. The candidates selected for interview will be informed after shortlisting via MyNewTerm and full details of the interview programme will be provided. Candidates not successfully shortlisted will be updated via MyNewTerm.

Please note that PACT does not provide feedback to applicants who have not been shortlisted for a post.

The information supplied in your application, as well as any supporting documents provided at the interview stage, will be used as part of the PACT recruitment and selection process. All information is stored securely, and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.

WE RESERVE THE RIGHT TO WITHDRAW FROM THIS RECRUITMENT PROCESS AT ANY GIVEN POINT.

## SPECIAL CONDITIONS OF EMPLOYMENT

### Rehabilitation of Offenders Act 1974



This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions, and reprimands being considered. Any arrests, convictions caution or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Headteacher by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with Prince Albert Community Trust's Disciplinary Procedure.

### Health And Safety



The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in Prince Albert Community Trust's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

### Equality and Diversity



Prince Albert Community Trust is committed to equality and values diversity. As such, it is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. This Duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they encounter with dignity and respect and are entitled to expect this in return.

### Training and Development



PACT has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

### Mobility



The jobholder may be required to transfer to any job appropriate to their grade at such a place as in the service of the Trust they may be required, in accordance with legitimate operational requirements and/or facilitating the avoidance of staffing reductions. This job description may be subject to review and / or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.

# CONTACT US

Prince Albert Community Trust  
Prince Albert High School  
Holford Drive  
Perry Barr  
B42 2TU

T: 0121 725 5252

E: [hr@the-pact.co.uk](mailto:hr@the-pact.co.uk)

W: [www.pact.bham.sch.uk](http://www.pact.bham.sch.uk)



Prince Albert Community Trust



@pacommunitytrust



@pacommunitytrust

