

Osborne Co-operative Academy Trust
Deputy Headteacher
with responsibility for Raising standards and Sixth Form



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Are you an inspiring and visionary leader ready to shape the future of education across multiple schools? At Osborne Cooperative Academy Trust, we are seeking an exceptional **Deputy Headteacher** to lead on Raising Standards of Achievement for all and to take responsibility for the Sixth Form. Working directly with the Executive Headteacher, and Head of School, this role is pivotal in the strategic leadership and development of exemplary practice in this school and across our trust. This role offers the opportunity to work collaboratively with other leaders to shape the educational experience of all students in our trust schools, all of which are rated as GOOD. Our trust is built upon the co-operative values and ethical principles; we are proud to be an inclusive and aspirational environment in which our students and staff flourish.

About the Role:

As Deputy Headteacher, you will:

- Lead with passion, integrity, and a relentless focus on high expectations for ALL.
- Build on the recent GOOD Ofsted and embed the continued strategies of accelerated school improvement to achieve the trust aspirations of achievement.
- Support the Head of School to lead on the day-to-day operations of a large complex school on a continued journey of school improvement.
- Work collaboratively with other school leaders to drive improvement, share best practices, and foster a culture of high expectations across all our schools.
- Be a Peer Reviewer in the trust school improvement model of embedded peer to peer review through the School Partnership Programme.
- Contribute to the strategic direction of the school, influencing policy, pedagogy, and professional development.

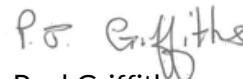
We Are Looking For:

- A proven track record of successful Senior leadership and school improvement in an 11-18 school
- Inspirational leadership with the ability to motivate and empower others.
- Strategic thinking and the ability to manage change effectively.

A commitment to inclusive education and the highest standards of safeguarding and wellbeing.

If you share our commitment to educational excellence and values-driven leadership, we would be delighted to receive your application. As a trust, we recognise the value of and seek to achieve a diverse workforce. We welcome applicants from all backgrounds.

If you have the qualities and values to be successful in this role then I very much look forward to receiving your application. For an informal discussion or tour, please contact the Assistant CEO, s.jenner@osborne.coop



Paul Griffiths
Chief Executive Officer
Osborne Co-operative Academy Trust

A global community of values-driven individuals who, together, flourish.

A shared mission to improve education

Our Trust members include East Tilbury Primary School, Stanford-le-Hope Primary School, Thameside Primary School, St Clere's Secondary School, Arthur Bugler Primary School, Brentwood County High School, Horndon-on-the-Hill C. of E. Primary School, Doddinghurst C. of E. Junior School, Little Thurrock Primary School, Thames Park Secondary School, Warren Primary School and Bonnygate Primary School.

By providing support to each other through collaborative partnership, our schools working closely together, we aim to improve educational standards in our fully inclusive schools and the local area so that every pupil can reach their full potential.

Allowing students, parents and carers, staff, and other stakeholders to share their expectations, expertise, resources and experience, our trust helps deliver a progressive and effective curriculum – one that is continually improved through mutual co-operation. The ethos of all schools in our Trust is centred on the co-operative values of self-responsibility, self-help, equality, equity, democracy, solidarity and the ethical values of openness, honesty, caring for others and social responsibility.

We believe that it is this sense of shared responsibility, in which everybody has a vested interest and the opportunity to play their part, that is vital in getting the very best from the educational resources available within our Trust.



Why Osborne Co-operative Academy Trust

We take pride in our proven track record of school improvement, achieved through a commitment to collaboration and ethical principles. Our trust operates within an open and transparent framework that emphasises co-operation and empowers all stakeholders to have a voice in our decision-making. We prioritise the interests of students, parents, teachers, and staff alike and work tirelessly to ensure that everyone feels valued and heard. Whether it's through gathering feedback, involving stakeholders in decision-making, or fostering open communication, we believe that a genuine partnership between all members of our family of schools is key to achieving success. **A Knowledgeable and Dynamic Trust** We are a well-established and ambitious Trust with a clear vision for the future of education. Supported by a strong team of experienced governors and senior leaders, we have a deep understanding of the evolving educational landscape. Our schools benefit from a strategic, proactive approach to leadership, ensuring they are well-equipped to provide the best possible outcomes for students. **Motivated and Engaged Students** Our pupils are at the heart of everything we do. They are enthusiastic, polite, and eager to learn, contributing to a positive school culture where student voice is highly valued. Through initiatives such as diversity champions and student parliaments, we empower young people to take an active role in shaping their education and school community. **Exceptional Support for Staff** We believe that great teaching and leadership are key to outstanding schools. That's why we offer extensive in-house support, professional coaching, and a culture of collaboration across our Trust. Our dedicated and experienced colleagues work together to share best practices, ensuring that every member of staff is supported in their role and has access to high-quality career development opportunities. **A Culture of Growth and Co-operation** Our people are the foundation of our success. We are committed to creating an environment where staff feel valued, supported, and inspired to reach their full potential. Through structured professional development, career progression pathways, and tailored mentoring, we invest in the continuous growth of our teams, ensuring they can make a lasting impact on the lives of our students.

Our Trust Aspirations

The governors and Trustees have self-evaluated the trust against the Department for Education Multi-Academy Trust Assurance Framework. The trust aspirations are a clear road map for areas for further improvement. All schools are expected to build these aspirations into their school development planning for September 2025.

Embrace Values

We are guided by our co-operative values in everything we do.

- Our trust listens to pupils, parents, and staff and uses their feedback to further improve our impact.
- Our trust values the diversity of the communities that we serve by enriching knowledge, fostering understanding and broadening experiences so that everyone belongs and thrives.

Create Opportunities

We create chances for all.

- Our pupils exceed national expectations through clearly articulated, ambitious, shared and adapted curriculum which is underpinned by our co-operative values. Our trust retains and attracts high-quality staff through training opportunities, a shared understanding and commitment to quality teaching, along with clear career pathways. Our trust's commitment to mental wellbeing supports and engages every member of our community as partners in education.

Own Impact

We are responsible for what we do and we are evaluated on our impact.

- Our Governance and Leadership drive improvements and hold all parts of our organisation accountable to the highest standards, ensuring secured outcomes, environmental sustainability and financial viability.
- Our growth strategy is clear and well-articulated, demonstrating our aspirations for growth and a detailed plan to achieve them.

St Clere's School is a popular choice in the local community and is consistently oversubscribed.

Our students succeed in many ways and are taught by staff who teach with great energy and expertise. Our school is set on the edge of Stanford-le-Hope and the substantial school buildings are surrounded by a large expanse of playing fields creating an asset for the local community. The trust is delighted that the school is now in a significant new build and remodelling process with the Department of Education following the significant impact of RAAC.

The school opened a thriving sixth form in September 2023 which continues to grow in number as its reputation flourishes. In the Ofsted inspection of the school in April 2025, the evaluation of the sixth form provision included the following statement ***"Students in the sixth form are highly positive about their experience. They learn very well. They become adept at using their time productively. Students share their views on what they need to learn, including about topics such as personal finance and applying for higher education. This ensures the curriculum meets their needs well."***

'Persequi Optima' (the pursuit of excellence) is our school motto and our mission is to provide a high

quality, inclusive and meaningful education for all learners. We do this by providing an engaging curriculum in a safe and inspirational environment where high standards and expectations encourage success. We aim to empower our learners so they can apply their acquired skills or knowledge and confidently express themselves throughout their lives and future careers. Ofsted reiterated this vision by stating ***"The school has high expectations of all pupils. It provides them with a broad, ambitious curriculum. Pupils learn well in most subjects".***

Our high standards are achieved through effective leadership, committed focus on teaching and learning through our ACE (Adaptive, Creative and Engaging teaching) framework, and committed stakeholder engagement from the Trust, Governance and community.

Our leaders prioritise inclusion and school improvement and work collaboratively with other trust leaders. We are proud that Thurrock Sensory Service's specialist secondary resource base for the Deaf and Visually Impaired is located in St Clere's School proving outstanding support across the community for over 15 years. After visiting our specialist resource based, Ofsted had the following to say:

"The school's specially resourced provision is exceptional. Pupils here make significant progress from their starting points."

Young people can be creative, lively and are constantly surprising. It is our job to help shape them into happy, successful adults and responsible citizens in their communities. Our learners are prepared to pursue their own personal excellence and lead productive, responsible lives as contributing members of the global community. Our teachers promote and model creativity and individuality which enthuses and engages us students. Through our broad curriculum and enrichment, we offer all students, regardless of their starting point, the very best chance of academic success.





The benefits of working with us

We understand that our employees are our greatest asset. We are dedicated to providing our staff with benefits that include a professional development process and continued professional development opportunities both within the school and across the trust, access to online training and supporting the NPQs through the Apprenticeship Levy as well as competitive salaries, generous annual leave, two-week autumn half term, recognition of continuous service and fully subsidised access to the Employee Assistance Programme. We also offer a relocation package of up to £8,000 for new employees renting or buying a property.

We also recognise the importance of work-life balance and offer flexible working arrangements, including part-time and job-sharing options as well as internal opportunities to support employees to have better working lives. Our commitment to our employees' wellbeing extends to offering individual support and counselling services through our Employee Assistance Program and a supportive work environment that fosters teamwork, open communication, and recognition for a job well done. We believe that by investing in our employees' professional and personal growth, we are investing in the future of our pupils and our community as a whole.



Our Co-operative Values

At our schools we live our Cooperative values daily, showing how we help people to help themselves. To take responsibility and ownership for our actions, to strive to give our members a voice in the way we run our organisation. Members will have equal rights and benefits, all members will be treated justly, fairly, and aim to support each other.

-  **Self-Help**
-  **Self-Responsibility**
-  **Democracy**
-  **Equality**
-  **Equity**
-  **Solidarity**

“The Osborne Trust values aren’t just a set of words; you will see and feel these values in our schools. Collaboration and peer review are integral parts of our school improvement strategy as we strive to fulfil the potential of all our students.”
Andrew Hook, Executive Headteacher

In April 2025, Ofsted inspectors carried out a graded inspection of St Clere's School under section 5 of the Education Act:

The quality of education
Behaviour and attitudes
Personal development
Leadership and management
Sixth-form provision

Good
Good
Good
Good
Good

“The discovery of reinforced autoclaved aerated concrete (RAAC) in September 2023 significantly impacted upon the work of staff and the experience of pupils at St Clere's School. The school has effectively managed this impact and has improved standards of behaviour. Published outcomes do not reflect the current quality of provision. The school is committed to ensuring that every pupil achieves their full potential. The school is aware of where its work is effective, and how it can improve aspects of its provision further. Most staff teach the intended curriculum well. They have strong knowledge of their subject. They use this to introduce new learning clearly, carefully checking how well pupils are learning. They are aware of where pupils have gaps or inaccuracies in their knowledge and adjust the curriculum to address these. They know pupils' ability and needs very well. They skilfully adapt the curriculum for pupils with special educational needs and/or disabilities (SEND). As a result, pupils usually learn the curriculum well.

The school has raised its expectations of how pupils should behave. It provides pupils with support to improve their conduct and attitudes to learning.

The school's specially resourced provision is exceptional. Pupils here make significant progress from their starting points. Visually-impaired and deaf pupils are an integral part of the life of the school. Most pupils treat each other with kindness and respect. They strive to do their best.

Students in the sixth form are highly positive about their experience. They learn very well. They become adept at using their time productively. Students share their views on what they need to learn, including about topics such as personal finance and applying for higher education. This ensures the curriculum meets their needs well.

Pupils attend well. They understand the school's clear behaviour policy.**”**

Job Description

Post: Deputy Headteacher with responsibility for Raising standards and Sixth Form
Salary: Leadership Point 21-25 (£86,138 - £94,854)
Responsible To: Headteacher

Core Purpose

Take a leading role in supporting the Head of School with the day-to-day operational management of the school. Deputise for the Head of School when required.

Help establish a culture that promotes excellence, equality, high expectations and levels of achievement for the whole school community.

Provide strategic direction and professional leadership within the school to promote a high quality of education.

Key Responsibility

Raising Standards of Achievement and responsibility for Sixth Form

As the Deputy Headteacher, fulfil the professional duties of a teacher as set out in the School Teachers Pay and Conditions document. As a member of the Leadership Team, deal with problems as they emerge in the school day, supporting staff, parents and students as needed.

Undertake a range of operational and strategic responsibilities and play a major role, under the overall direction of the Executive Headteacher and Head of School in:



Job Description – continued

Raising Standards

The Deputy Headteacher will be a positive role model who will:

- Provide clear strategic direction to further improve the quality of education at the school and lead on achievement across the curriculum
- Work closely with the Deputy Headteacher for Curriculum and Teaching; Assistant Headteacher's responsible for raising standards, culture, ethos and inclusion, and Heads of Year to raise standards and drive achievement of all students.
- To establish an inclusive culture that promotes excellence, equity, equality, engagement and ambitious high, expectations for all students including those who are disadvantaged or with SEND.
- Embed a culture in which early and accurate assessment of students' needs is prioritised
- Instil in staff a strong sense of accountability for the impact of their work on student outcomes
- Ensure that there is an established culture across the school in which staff understand the range of barriers students may face to their learning and/or wellbeing and that students receive the effective support necessary to enable them to be successful in their learning
- Implements achievement strategy to ensure that students are reading fluently at an age-appropriate level and all students make progress from their starting points
- With the Leadership Team, be responsible for evaluating the school's performance and identifying the priorities that will lead to continuous improvement and raising standards of achievement
- Implement an effective pupil premium strategy aligned with the wider school improvement plan
- Identify barriers to effectiveness and develop strategies that are realistic, timely and suited to the school's context and in the students' best interests.
- Support strategies to promote the very highest standards of behaviour from pupils, built on clearly understood rules and clearly demonstrated by all adults in school
- Promote the use of modern technologies to enhance and extend students' learning
- Challenge underperformance at all levels, securing corrective action, follow up and support
- Create a culture where students experience a positive and enriching school life
- Provide a safe, calm and well-ordered environment for all students and staff focusing on safeguarding students
- Cultivate and sustain effective positive relationships with all stakeholders

Job Description - continued

Sixth Form

The Deputy Headteacher will be a positive role model who will:

- To lead the development of the Sixth Form leadership team to formulate aims, objectives and strategic plans for the sixth form which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school
- To oversee the day-to-day management, control and operation of the sixth form provision including effective deployment of staff and physical resources.
- To ensure that there is a high-quality curriculum tailored to the needs of individual students, ensuring that it remains relevant for employability and students' next steps.
- To ensure that it includes an appropriate mix of vocational and academic qualifications
- To ensure that the curriculum is taught well through the ACE Quality Assurance routines, taking positive action to overcome barriers and implement improvements
- Monitor and follow up student achievement in liaison with the Deputy Headteacher of curriculum and teaching and the Assistant Headteacher
- To lead on sixth form open evening and, the internal promotion of the sixth form for continued growth
- To lead and manage sixth form funding to ensure maximum funding is achieved
- Ensure that work related learning and the careers programme includes elements of high-quality work experience and opportunities to engage with employers
- To ensure that students are well prepared and supported to progress into further education, including UCAS applications and or further training including apprenticeships
- Oversee an effective transition into Year 12
- To link with the Head of Departments to ensure that the work in the sixth form fully reflects the school's distinctive ethos and mission. Lead on promoting sixth form in the community
- Ensure policies are regularly updated in line with school and trust requirements

Job Description – continued

Leading Achievement

The Deputy Headteacher will be an exceptional practitioner who will:

- Lead by example, setting high professional standards, drawing on own learning, expertise and skills and that of those around
- Ensure that the progress of disadvantaged students is in-line with non-disadvantaged students nationally and any gaps in their attainment are closing
- Ensure that students have the necessary knowledge, skills and/or qualifications for the next stage of their education
- In partnership with the Leadership Team, ensure a consistent and continuous focus on pupil achievement by leading a rigorous raising standards programme
- Share responsibility for the analysis of the school's performance and progress data to ensure that improvements and interventions are appropriate
- Provide support for staff in improving their classroom practice
- Motivate and inspire students and staff to secure the best possible outcomes
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals
- Promote the active involvement of students in their own learning
- Contribute to the development of a broad, rich, exciting and challenging curriculum that is aspirational and meets the needs of students across the school

Safeguarding

- The Deputy Headteacher will be fully committed to the safeguarding and promoting of the welfare of children, young people and vulnerable adults in every regard and will contribute to a school culture which prioritises student wellbeing and mental and physical health.

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document as they relate to Deputy Headteachers. It may be necessary to take on any other duties commensurate with the post that the Executive Headteacher and/or Head of School may, from time to time, require. The nature of the post will require flexibility to meet the needs of the school.

Person Specification

Requirement	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> • Degree • Qualified Teacher status • Evidence of continuing professional development 	<ul style="list-style-type: none"> • National Professional Qualification – NPQSL/NPQH or equivalent
Experience	<ul style="list-style-type: none"> • Experience across the Secondary age range • Proven successful experience of leading/managing a Sixth form • Proven record of successful experience as Assistant Headteacher or Deputy Headteacher • Proven record of successful classroom teaching • Good ICT skills and knowledge to enhance teaching and learning utilizing an adaptive, creative and engaging pedagogical approach. 	<ul style="list-style-type: none"> • Raising Standards Leader

Person Specification continued

Requirement	Essential	Desirable
Leadership & Management	<ul style="list-style-type: none"> Proven leadership and management of a Sixth Form Proven record of successful leadership of teaching and learning and achievement Proven line management skills Demonstrable excellent supervisory, administrative, communication and interpersonal skills Understand the Co-operative values in action and work effectively as part of the Trust A clear vision of excellence in Secondary education A proven ability to raise educational standards and a commitment to high standards of achievement Understanding of school improvement and basic budget preparation Understanding of the strategic role of the Governing Body and ability to work effectively with Governors Ability to delegate, monitor and evaluate information Evidence of good working relationships with parents and the wider school community Highly visual in and around the school Experience of professional development process for both teaching and support staff Commitment to the continuing professional development of all staff Ability to lead by example and inspire others to achieve positive results Ability to initiate and manage change sensitively in pursuit of strategic objectives A commitment to the protection and safeguarding of young people and an up-to-date knowledge of Child Protection procedures 	

Person Specification continued

Requirement	Essential	Desirable
Knowledge and Skills/ Teaching and Learning	<ul style="list-style-type: none"> Ability to demonstrate knowledge of current curricular and educational issues/relevant legislation Clear knowledge and understanding of assessment and monitoring procedures and ability to implement these Demonstrable knowledge and understanding of education technology and its use across the curriculum Commitment to inclusion and equality of access to educational provision for all children An understanding of consistent approaches to behaviour management Clear understanding of what is effective teaching and learning A high regard for the personal achievement of each child 	<ul style="list-style-type: none"> Innovative and creative approach to teaching and learning
Personal Qualities	<ul style="list-style-type: none"> Cooperative values Strong interpersonal and communication skills Engage effectively with staff, children and the community Desire to promote respect between children, staff, parents and governors A well organised person able to manage time effectively, to delegate, to prioritise and to meet deadlines Ability to recognise and utilise staff strengths Ability to build, support, motivate and work as part of a high performing team Ability to inspire children Resilient, hardworking and calm in a crisis Lead by example in extra-curricular activities 	

How to apply

If you wish to discover more about this exciting opportunity, need any further information, or would like to have an informal discussion and arrange a tour, please contact our recruitment partners:

Cressida Johns, Executive Search Consultant, Academicis

Mob: 07733 628155 or **Email:** cjohns@academicis.co.uk

Please complete an application form via 'MyNewTerm':

<https://mynewterm.com/jobs/137456/EDV-2025-SCS-78448>



Closing date: **Midday, Monday 23rd February 2026**



Interviews: **Tuesday 3rd March 2026**



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www.osborne.coop