

Brentwood County High School

Deputy Headteacher

with responsibility for Raising Standards and Sixth Form





Osborne
Co-operative Academy Trust



Deputy Headteacher with responsibility for Raising standards & Sixth Form

Are you an inspiring and visionary leader ready to shape the future of education across multiple schools? At Brentwood County High School, 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 Headteacher, 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 improving standards of the curriculum and teaching by embedding the ACE framework with continuous strategies for school improvement to achieve the Trust's aspirations for achievement.
- Support the Headteacher 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 HR Team (hr@osborne.coop)

Sharon Jenner
Assistant Chief Executive Officer
Osborne Co-operative Academy Trust

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



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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, Doddington 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.





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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.



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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 | Create Opportunities | Own Impact |
|---|---|---|
| <i>We embrace our co-operative values.</i> | <i>We create chances for all.</i> | <i>We are responsible for the impact of what we do.</i> |
| <ul style="list-style-type: none">• Our trust listens to pupils, parents, staff and governance, 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. | <ul style="list-style-type: none">• Our pupils exceed national expectations through clearly articulated, ambitious and adapted 0-19 curriculum which is underpinned by our co-operative values.• Our trust retains and attracts high-quality staff and governance through training opportunities, a shared understanding and commitment to exceptional educational outcomes, along with clear career pathways.• Our trust's commitment to mental wellbeing supports and engages every member of our community as partners in education. | <ul style="list-style-type: none">• Our Governance and Leadership drive improvements and hold all parts of our organisation accountable to the highest standards, ensuring exceptional outcomes, environmental sustainability and financial viability.• Our trust is the trust of choice in the region, and our growth strategy ensures our internal viability through maximising pupil numbers and funding opportunities. |

Self-help | Self-responsibility | Democracy | Equality | Equity | Solidarity

Honesty – Openness – Social Responsibility – Caring for Others



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At Brentwood County High School, we take immense pride in being an inclusive school rooted in the cooperative values, where every student is nurtured and supported to flourish on their educational journey.

We firmly believe in the power of education to transform lives, and we hold high expectations for all our students during their 7-year journey. Our dedicated team of educators and staff are committed to providing a safe, stimulating, and supportive environment that enables each student to reach their full potential.

We were recognised as a good school by Ofsted in June 2022. This achievement is a testament to the hard work and dedication of our entire school community, including our exceptional students, talented staff, and supportive parents. However, the school has not stood still and continuously strives to embed further school improvement. We have worked in partnership with other trust schools through the School's Partnership, a peer review programme for schools within our trust and beyond. Collaboration across our schools supports school improvement and workload.

We have developed our bespoke ACE teaching and learning framework with a dedicated commitment

to improving outcomes and opportunities for our students, and the continuous support and professional development of our highly valued staff.

At Brentwood County High School, our co-operative values are the foundation of everything we do. They are ingrained in our everyday life and shape our interactions, decisions, and policies. We believe in empowering our students to take ownership of their learning, fostering an inclusive and respectful community, and promoting democratic principles that encourage active participation and leadership.

We strive to create an environment where each individual feels valued, respected, and supported. Through our inclusive practices, we celebrate diversity and champion equality and equity. We firmly believe that every individual in our community has unique strengths and talents, and it is our responsibility to help them discover and develop these gifts.





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.



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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, Trust Schools' Executive Officer



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“Pupils have high aspirations for themselves and each other. They know that learning and doing well are important. Pupils work hard to achieve high levels of success. Lessons are calm and purposeful.”

“Pupils are proud of their school. They appreciate and benefit from the many positive changes that have taken place in recent years.”

Official Ofsted
Good Provider

Proud to be
GOOD

“The school is a caring environment where pupils’ well-being is a top priority. If pupils feel worried about any aspect of their lives, they know that staff are willing and able to help. Bullying is not common.”

“Pupils understand and live up to the trust’s core values. For example, they readily demonstrate ‘self-help’ when facing difficult tasks in lessons. Pupils have also shown admirable resilience in learning in the face of the challenges presented by the school’s large building project. Many pupils proudly take up positions of responsibility. Students in the sixth form make many positive contributions to school life such as reading with younger pupils.”

ACE TEACHING AND LEARNING



ACE on a page

Adaptive teaching
Be **C**reative and be **C**onsistent
Engage Learners

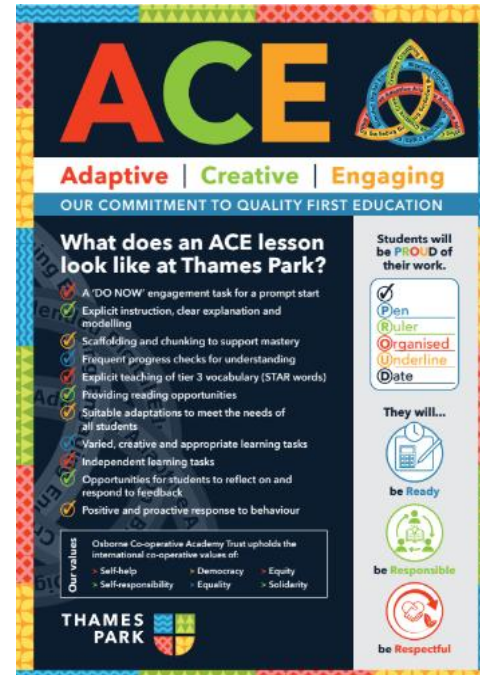
What does an ACE lesson look like at BCHS?

- ✓ Do now task - retrieval practice
- ✓ Explicit instruction and modelling
- ✓ Scaffolding to support mastery
- ✓ Opportunities for reading and oracy
- ✓ Explicit teaching of tier 3 vocabulary
- ✓ SEND specific adaptations
- ✓ Independent learning episodes
- ✓ Frequent progress checks and feedback for understanding

ACE Teaching

Adaptive
Creative
Engaging

High Expectations for ALL



ACE
Adaptive | Creative | Engaging
OUR COMMITMENT TO QUALITY FIRST EDUCATION

What does an ACE lesson look like at Thames Park?

- ✓ A 'DO NOW' engagement task for a prompt start
- ✓ Explicit instruction, clear explanation and modelling
- ✓ Scaffolding and chunking to support mastery
- ✓ Frequent progress checks for understanding
- ✓ Explicit teaching of tier 3 vocabulary (STAR words)
- ✓ Providing reading opportunities
- ✓ Suitable adaptations to meet the needs of all students
- ✓ Varied, creative and appropriate learning tasks
- ✓ Independent learning tasks
- ✓ Opportunities for students to reflect on and respond to feedback
- ✓ Positive and proactive response to behaviour

Students will be PROUD of their work:

- ✓ Plan
- ✓ Rule
- ✓ Organised
- ✓ Underline
- ✓ Date

They will...

- ✓ be Ready
- ✓ be Responsible
- ✓ be Respectful

Our values

Osborne Co-operative Academy Trust upholds the international co-operative values of:

- Self-help
- Self-responsibility
- Democracy
- Equality
- Equity
- Solidarity

THAMES PARK



ACE **AUTUMN FOCI**
Adaptive Teaching Creativity Engagement

- EFFECTIVE USE OF DO NOW RETRIEVAL TASKS**
 - create a safe environment where mistakes can be made and risks can be taken.
 - Short, sharp do nows – no longer than 10 minutes
 - **Actively check** that students know more and can do more
- EFFECTIVE USE OF TIER 3 VOCAB –**
 - Consistent application **throughout** the lesson
- CONSISTENT USE OF FREQUENT PROGRESS CHECKING**
 - white boards
 - visualiser
 - live checking
 - questioning
 - green pen
 - PPP sheets

✓ PAUSE AND ADAPT TEACHING TO MISCONCEPTIONS
- EFFECTIVE USE OF SCAFFOLDING**
 - I DO WE DO YOU DO
 - (Model & WAGOLL) (Scaffold) (Independent work)
- CONSISTENT USE OF THE REMINDER SYSTEM FOR ENGAGEMENT**

REMINDER REMINDER REMINDER ON CALL

1 2 3

The Trust champions a strong, shared and highly collaborative approach to curriculum and teaching. Our practice is rooted in evidence-informed expertise and thoughtfully adapted to meet the unique context of every school we serve, supporting exceptional outcomes.

Osborne staff benefit from high-quality, impactful professional development that empowers them to grow, thrive and lead with confidence. Guided by a spirit of collaboration, our peer-review model sits at the heart of our strategy—driving continuous improvement and nurturing a culture where ambition is shared, excellence is celebrated, and every school is inspired to reach even higher standards.

WELCOME TO THE BRENTWOOD COUNTY HIGH SCHOOL CIRCLE



What does it mean to be a part of the BCHS Circle?

It's hard to be a teenager. Especially in 2026. In a smaller and quicker world, young people are the most complex they've ever been. With social approval, short attention spans and an all-time low for appreciation for reading, our children are in an interesting place. Many of our parents believe, see and experience this reality and so do the experts in our school but what does the research say. Well, the research says that young people are the loneliest they have ever been. After the pandemic came an endemic of teenage loneliness. The unhealthy attachment to screens has robbed young people of the ability to organically make friends and have healthy discourse. Research indicates that another problem is that young people and their families now have a deep-seated lack of faith in institutions. People do not trust the word of a doctor, politician or a teacher the way they once did. Adults have complained for years about the addiction that young people have to phones and electronic devices. However, we've moved from addiction to reliance. Currently, the future leaders of this country have a harmful reliance on the screens in front of them. So, what do we do? How do we respond to these ills in society that cause such threat to how our young people operate?

Belonging.

It's Belonging.

Schools have the moral obligation to be pillars in society that build schools where:

- All stakeholders are part of a cohesive community where they work towards similar goals
- All young people regardless of their identity can thrive
- Young people can build their identities on common values and not on what is trending or popular on social media

So what does Belonging look like at BCHS? The circle.

We believe that children need the confluence of good character and great achievements to be successful. We know our young people will have to be able to compete with everyone their age in the race for jobs, apprenticeships and university places.

As staff in the BCHS Circle, we are committed to developing these things, so we say, 'as character grows achievement flourishes'.

Young people in the circle's character grow everyday but we ensure this with thoughtful and well-delivered assembly curriculum, personal development sessions every single morning that works in tandem with the assembly curriculum, enrichment clubs, educational excursions and much more. Our whole school approach is rooted in character.

Achievement flourishes at BCHS with well-planned and expertly delivered ACE lessons. Our lessons are adaptive, creative and engaging. We are not just reacting – that's elementary. At BCHS, we stay proactively poised and curious ready to help our students to be ready to compete!



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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 Headteacher with the day-to-day operational management of the school. Deputise for the Headteacher 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 Headteacher in:





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Job Description – continued

Raising Standards – Teaching and Curriculum

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 ACE, our evidence based approach to teaching and learning across the curriculum.
- Work closely with the Deputy Headteacher for Inclusion; Assistant Headteacher's responsible for raising standards of teaching, culture, ethos and inclusion, and Heads of Year to raise standards and drive achievement of all students.
- To establish an inclusive culture in our classrooms 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 curriculum and teaching and identifying the priorities that will lead to continuous improvement and raising standards of achievement .
- Implement effective support for those teachers identified through effective monitoring and coaching
- 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.
- Implement the trust AI policy.
- 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.



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Job Description - continued

Sixth Form

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

- 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.
- Oversee the day-to-day management, control and operation of the sixth form provision including effective deployment of staff and physical resources.
- 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.
- Ensure that it includes an appropriate mix of vocational and academic qualifications
- 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 Senior Leadership Team.
- Lead on sixth form open evening and, the internal promotion of the sixth form for continued growth.
- 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.
- 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.



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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 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.



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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 |



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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 visible 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 | |



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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 | |



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How to apply

If you wish to discover more about this exciting opportunity, or need any further information or would like to have an informal discussion, please contact the HR team for Osborne Co-operative Academy Trust on HR@osborne.coop

Tours of Brentwood County High School are available on upon request by contacting HR.

Please complete an application form via 'MyNewTerm':

<https://mynewterm.com/jobs/145474/EDV-2026-BCHS-86255>



Closing date: Monday 23rd February 2026 – 8am



Interviews: Thursday 26th February 2026



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