



# Job Description

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**Job Title:** Deputy Leader for Education

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**Location:** Esteem North Academy  
(Chesterfield)

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## Job Description

<b>Job Title</b>	Deputy Leader for Education
<b>Location:</b>	Esteem North Academy – Chesterfield
<b>Hours per week:</b>	32.5 full time
<b>Weeks worked per year:</b>	Term time only on site (All Year round salary)
<b>Reporting to:</b>	Site Lead
<b>Salary Scale:</b>	MPS / UPS plus SEN 1 plus TLR2a

### Main purpose of Role

- To assist the Assistant Headteacher in the operational leadership of all aspects of one of the secondary Chesterfield sites

### Principal Accountabilities:

<b>Leadership responsibilities</b>	<ul style="list-style-type: none"> <li>Assisting with the management of the site in all aspects taking direction from the Assistant Headteacher</li> <li>Respond to pupil behaviour and dysregulation and manage this appropriately in a calm manner to resolve issues swiftly</li> <li>Understand that communication is behaviour</li> <li>Respond to pupil incidents and put proactive plans in place by identifying triggers</li> <li>Identify and manage risk</li> <li>Create a culture where pupils experience a positive and enriching academy life</li> <li>Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life</li> <li>Develop your own knowledge and professional practice to understand and support neurodiversity's and SEMH needs</li> <li>Leadership of staff and contribution to the appraisal process and supporting staff to work to high standards</li> <li>Ensure a culture of staff professionalism and resilience</li> <li>Ensure that routines and systems are being consistently adhered to</li> <li>Development of the site to ensure a quality environment, including displays</li> <li>Managing pupil timetables and ensuring they have a full time offer to meet their needs</li> <li>Planning cover for staff absence and ensuring a high- quality education for the pupils continues in staff absence. This includes covering for staff yourself in their absence if required and providing work for cover staff</li> </ul>
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	<ul style="list-style-type: none"> <li>• Supporting the Site Lead and SLT to maintain data and progress systems</li> <li>• Supporting the pupil induction process</li> <li>• Planning and supporting new staff induction on your site</li> <li>• Planning and leading professional meetings</li> <li>• Ensure that new pupils have their baseline testing and target setting carried out and staff have utilised this information to meet pupil's ability and needs</li> <li>• Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively</li> <li>• Contribute to the management of resources for the site and coordinate orders</li> <li>• Turn taking to plan and lead site briefing</li> <li>• Maintaining high quality communication with families, referring schools and agencies and quality assuring the recording of the communication of your team</li> <li>• Increase pupil readiness for re-integration to mainstream education where possible or for next destination</li> <li>• Ensuring that our pupils are as safe as possible and liaising with all outside professional agencies and our safeguarding team</li> <li>• Liaise with the pastoral team to monitor pupil's safety, attendance and timetables whilst at Alternative Provisions (APs)</li> <li>• Take pupils to visit APs</li> <li>• Contributing to the whole academy CPD training</li> <li>• Identify where your team members require CPD and plan for this</li> <li>• Support the site leader in identifying any areas for development</li> <li>• Contribute to informal/formal staff support plans</li> <li>• Quality assurance of PIPs</li> </ul>
<b>Monitoring, Assessment, Recording and Reporting</b>	<ul style="list-style-type: none"> <li>• Prepare and present informative reports to parents, including termly ILPs</li> <li>• Quality assure pupil ILPs</li> <li>• Ensure team members target set 3 times per year and quality assure these</li> <li>• Contribute to the quality assurance of pupil learning, climate walks, observations, pupil questionnaires</li> <li>• Ensure that pupil books are complying consistently to academy expectations</li> <li>• Ensure that the team meets academy deadlines</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure that any behaviour incidents, RPIs, first aid or timetable changes are recorded swiftly and accurately</li> </ul>
<b>Planning, Teaching and Class Management</b>	<ul style="list-style-type: none"> <li>• Teach in staff absence, where required</li> <li>• Ensuring effective teaching and best use of available time</li> <li>• Maintaining discipline in accordance with the academy's procedures and encouraging good practice with regard to punctuality, behaviour and standards of work</li> <li>• Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught</li> <li>• Evaluating own teaching critically to improve effectiveness (where there is a teaching commitment)</li> <li>• Ensuring the effective and efficient deployment of classroom support</li> <li>• Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively</li> <li>• Have ambitious expectations for all pupils with SEN and disabilities</li> <li>• Make sure the academy works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate</li> <li>• Make sure the academy fulfils statutory duties regarding the SEND Code of Practice.</li> </ul>
<b>Other Professional Requirements</b>	<ul style="list-style-type: none"> <li>• Have a working knowledge of teachers' professional duties and legal liabilities</li> <li>• Operate at all times within the stated policies and practices of the academy</li> <li>• Create a culture where pupils experience a positive and enriching academy life</li> <li>• Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life</li> <li>• Ensure a culture of staff professionalism and resilience</li> <li>• Know subject(s) or specialism(s) to enable effective teaching</li> <li>• Establish effective working relationships and set a good example through their presentation and personal conduct</li> <li>• Endeavour to give every child the opportunity to reach their potential and meet high expectations</li> <li>• Co-operate with other staff to ensure sharing and effective usage of resources to the benefit of the academy, department and pupils</li> </ul>

	<ul style="list-style-type: none"> <li>• Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation of the academy</li> <li>• Plan for educational trips</li> <li>• Contribute to the pastoral functions of the academy and support pupils in tutor time</li> <li>• Contribute to post 16 planning and careers education for our pupils.</li> <li>• Adhere to KCSIE and all safeguarding requirements</li> <li>• Take responsibility for own professional development and duties in relation to academy policies and practices</li> <li>• Liaise effectively with parents and governors</li> <li>• Possible formal mentor support for ECTs or unqualified teachers</li> </ul>
<b>Professional Expectations</b>	<ul style="list-style-type: none"> <li>• All staff are required to uphold professional standards as outlined in the Esteem Professional Behaviours Framework (Code of Conduct) Trust-wide and school level Policies.</li> <li>• Staff are expected to participate in the Performance management process.</li> </ul>

### Clarification of Teachers' professional duties

This job description should be read with Part XII of the Teachers Pay and Conditions Document. All teachers should act under the reasonable direction of the Head Teacher, and carry out the particular duties assigned to them. All teachers are responsible for planning, preparation, assessment, recording and reporting on progress and attainment. They receive 10% release time against their timetabled teaching commitment, for planning, preparation and assessment, and this time may not be taken by the academy for any other purpose.

All teachers are responsible for promoting the progress of pupils assigned to them, providing guidance and advice on educational matters, communicating and consulting with parents and appropriate bodies outside of the academy, and attending meetings for any of these purposes. They must provide, or contribute to oral and written assessments, reports and references, relating to individuals or groups of pupils. They must co-operate with the Head Teacher and other teachers in the academy on all aspects of education methods. They are responsible for maintaining good order and discipline among pupils and safeguarding their health and safety, both on the school premises or when engaged in authorised academy activities elsewhere.

All teachers must participate in arrangements for appraisal of their own and others' performance and have a responsibility to participate in arrangements for further training and professional development.

All teachers should participate in meetings, relating to the curriculum of the academy, or the administration and organisation of the academy. They should also participate in the administrative and organisational tasks related to their duties, including the direction and supervision of staff providing support for all teachers. This will not include tasks which do not call for the exercise of professional skills and judgement. This time will be included within the 'directed time'.

All teachers must participate in arrangements for preparing pupils for examinations, including assessment, recording and reporting for these. This does not include the invigilation of examinations, unless there is a need for their professional skills and judgement which is likely in an AP academy where pupils require consistent staffing.

All teachers employed on a full-time basis, other than those on leadership spine, AST, or fast track, shall be available for 195 days a year, 190 of which will be required to teach pupils, and will be directed by the Head Teacher for 1265 hours in a school year. In addition, teachers are expected to work reasonable additional hours to enable them to discharge their professional duties effectively.

**Other General Requirements**

- Represent and promote the ethos and values of Esteem Multi-Academy Trust
- To take and be accountable for all decisions made within the parameters of the job description
- Participate with performance management and training and activities that contribute to personal and professional development
- Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities
- Provide a high standard of customer service in all dealings internal and external to the MAT

This Job Description is non-exhaustive and sets out the main expectations of the post holder. This Job Description can be altered with the agreement of the postholder and will be reviewed regularly. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.



## Person Specification

Criteria	Essential	Desirable
<b>Qualifications and licences</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Qualified to drive</li> <li>• Full driving licence</li> <li>• Car business insurance</li> </ul>	<p>Team Teach certificate NPQ desirable</p>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with challenging and vulnerable young people</li> <li>• Effective behaviour management of challenging pupils</li> <li>• Of line managing team members and having some form of management experience</li> <li>• Of working in an education environment</li> <li>• Of delivering CPD</li> <li>• Of leading professional meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Of a recent Ofsted Inspection</li> <li>• Experience working in an Alternative Provision or SEND environment.</li> <li>• Of teaching off site</li> <li>• Experience of working in a multi sited school</li> <li>• Experience of implementing appropriate curriculum/timetable offers to meet the needs of a range of vulnerable pupils</li> <li>• Of contributing to a blended learning offer to meet pupil need</li> <li>• Of liaising with families and maintaining effective communication</li> <li>• Of supporting staff through informal/formal support plans</li> <li>• Of interviewing and recruitment</li> </ul>
<b>Knowledge, Abilities &amp; qualities</b>	<ul style="list-style-type: none"> <li>• Ability to lead and inspire colleagues</li> <li>• Ability to be proactive and role model with a consistent drive</li> <li>• Ability to provide confident, honest and inciteful reflective feedback to team members</li> <li>• Ability to be resilient and positive throughout challenging days</li> <li>• Understanding of effective approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Of the permanent exclusion process</li> <li>• Of DfE guidance for APs</li> <li>• Ability to motivate colleagues by example</li> <li>• Can demonstrate commitment in whole school life</li> <li>• Knowledge of blended learning offers</li> </ul>



	<ul style="list-style-type: none"> <li>• Understanding of high- quality teaching and learning</li> <li>• Ability to develop positive pupil behaviour strategies and understanding of the communication needs of children</li> <li>• Knowledge of neuro-diversities and positive strategies</li> <li>• Data analysis skills, and the ability to use data to set targets and measure progress</li> <li>• Effective communication and interpersonal skills, both verbally and written</li> <li>• Ability to build rapport with challenging pupils with varying needs</li> <li>• Ability to build effective working relationships with colleagues</li> <li>• Knowledge of current safeguarding practises</li> <li>• Excellent use of electronic systems and ICT capabilities</li> <li>• Showing awareness of national trends in pedagogy and practice</li> <li>• Commitment to personal welfare and safeguarding of pupils</li> <li>• To have a good level of self-reflection and be able to respond to positive criticism to develop professionally</li> <li>• Ability to own your mistakes and be open and proactive to change</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Passionate about education</li> <li>• Creative, open and reflective</li> <li>• Caring</li> <li>• Honest</li> <li>• Professional at all times</li> <li>• Collaborative</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to support staff with CPD or capability concerns</li> <li>• Of Team Teach and positive touch guidelines</li> <li>• Knowledge of being a DSL</li> <li>• Knowledge of school attendance policies and government guidance</li> <li>• Knowledge of APs</li> </ul>
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	<ul style="list-style-type: none"> <li>• Self-motivator</li> <li>• Resilient</li> <li>• Flexible</li> <li>• Hardworking</li> <li>• Growth mindset</li> </ul>	
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**Signed:**

**Date:**