



EMMANUEL SCHOOLS
FOUNDATION

ASSISTANT DIRECTOR OF EDUCATION
(Curriculum, Teaching and Achievement)

VALUED, CHALLENGED, INSPIRED



WELCOME

Dear Applicant

Thank you for your interest in the post of Assistant Director of Education (Curriculum, Teaching and Achievement) with Emmanuel Schools Foundation (ESF) which marks a significant step-change in the evolution of our Trust. We provide Christian-Ethos Schools of Character for the whole community, serving disadvantaged communities in the Northeast and Yorkshire.

This is a significant opportunity for a talented leader to join us and help take ESF to the next level. Whilst we currently have the privilege of educating over eight thousand young people every day across our seven campuses, we seek to increase this to twelve to fifteen thousand children and young people in more primary and secondary schools.

Our Trust vision, mission, values and virtues are characterised by high expectations where each person is valued as being made in God's image. Our mission is rooted in the belief that every child is infinitely precious, gifted for a purpose, and morally responsible. ESF's Core Virtues (Love, Wisdom, Fairness, Self-Control, Integrity, Humility and Courage) are inspired by the ministry of Christ and characterise a life well-lived for people of all faiths and none. This belief underpins our approach to student development, student support and seeking inclusion and success for the most vulnerable.

As Assistant Director of Education (Curriculum, Teaching and Achievement) you will be part of a team responsible for driving the Trust's education strategy, enabling school leaders to secure continuous improvement leading to exceptional provision in every school. You will work with school leaders to align strategy, drive improvement, and oversee quality assurance in all key evaluation areas.

We seek a highly experienced education leader who is able to demonstrate impact in school improvement and will have demonstrated the ability to form strong working relationships with colleagues and wider stakeholders beyond the trust. You will be a leader who inspires others, builds inclusive and collaborative teams grounded in trust and respect, and acts with integrity.

If you want to join a trust at an exciting time in its development, if you have a passion for ensuring exceptional standards in teaching, curriculum and achievement, and have empathy for our Christian ethos, we would love to hear from you.



Matt Waterfield
Director of Education, Emmanuel Schools Foundation
E: mwaterfield@esf-mail.org.uk

Safeguarding

Emmanuel Schools Foundation is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to enhanced DBS checks and satisfactory references. This post is also subject to Section 128 and qualifications checks.



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ALL PEOPLE ARE INFINITELY
PRECIOUS, MORALLY
RESPONSIBLE AND GIFTED
FOR A PURPOSE”

MISSION

CHARACTER EDUCATION

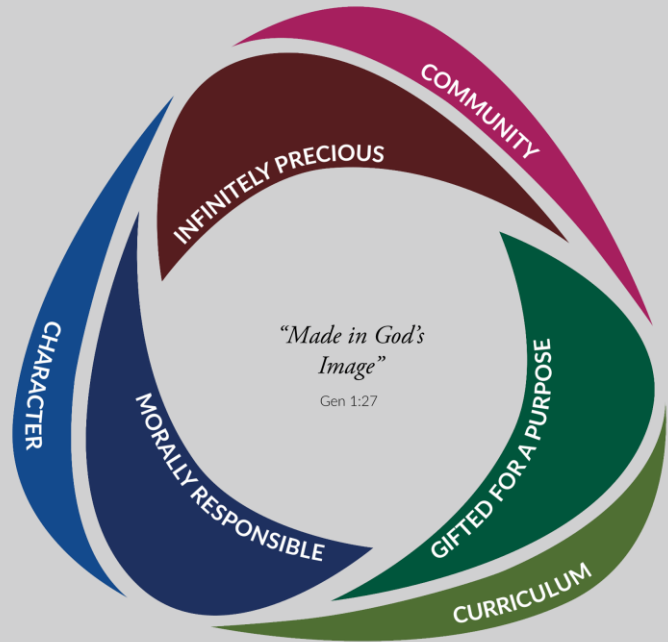
We build good character. We learn about good character, why it matters and how to develop it.

CURRICULUM EXCELLENCE

We are determined to achieve a personal best. We provide a broad ambitious curriculum that ensures excellent student learning, progress and future destinations.

COMMUNITY ENGAGEMENT

We serve with gratitude. We use our gifts to benefit the community and the environment.



Emmanuel Schools Foundation (ESF) has been involved in education since 1989 and in that time has established a significant track record of substantial educational improvement in Northern England. Our MAT has the privilege of educating over eight thousand students aged four to nineteen from the Northeast to Yorkshire – from Northumberland, Gateshead, Sunderland and Middlesbrough to Doncaster.

Our schools provide exceptional opportunities for all young people, raising their aspirations, encouraging their talents, supporting their ambitions and developing their confidence. ESF believes this is the dream of every parent, the desire of every community and the right of all young people, regardless of their ability or background.

Attainment has been raised in a variety of challenging circumstances through different State-funded school models. Highly regarded by parents and significantly oversubscribed, our non-selective schools have proved to be catalysts for positive change within their local communities. We inspire our students to succeed at school and in life by providing Christian-ethos schools of character for the whole community. Our students practise a range of core virtues (love, wisdom, fairness, self-control, courage, humility and integrity) which enable them to flourish and achieve excellence.

VIRTUES

All of our work will be characterised by the following Core Virtues:



LOVE

We act selflessly, with kindness and compassion, for the good of others.



WISDOM

We exercise good judgement; seeing and doing what is true and good.



FAIRNESS

We treat everyone fairly and justly, the way we would like to be treated ourselves.



SELF-CONTROL

We control our desires, not letting our desires control us.



COURAGE

We are determined to achieve what is worthwhile even in the face of difficulty.



HUMILITY

We avoid arrogance, being realistic about our strengths and weaknesses.



INTEGRITY

We are honest with ourselves and others, so that our words and actions agree.



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SUPPORTING STUDENTS
AND STAFF TO BECOME
THE PERSON THEY HAVE
THE POTENTIAL TO BE”

BACKGROUND

The trust education leadership team, led by the Director of Education is responsible for driving the Trust's education strategy, enabling school leaders to secure continuous improvement leading to exceptional provision in every school. Schools retain high levels of ownership to foster innovation and strengthen agency. Targeted school improvement interventions are deployed collaboratively with school leadership teams, reviewed regularly, and aimed at sustained progress in teaching, learning, and outcomes.

Assistant Directors of Education lead excellence across the trust, working with school leaders to align strategy, drive improvement, and oversee quality assurance in all key evaluation areas. They chair strategic leadership groups, facilitate leadership networks, and maintain a unified approach across schools. They represent the Director of Education, where required, and therefore act as representatives of trust education leadership across and beyond the Trust.

We are at a crucial time in the development of our trust as we respond to an increasingly complex education landscape, the need for rapid school improvement, and the desire that the trust achieve modest growth in size over the next five years. We want all students to be the best version of themselves because they have attended an ESF school. We aim for all schools to achieve outcomes in the top 20% nationally, supported by an ambitious and coherent curriculum, outstanding teaching, and targeted interventions that enable every learner to reach their full potential. Exceptional leadership and skilled pastoral care will strengthen the student experience so that belonging and enjoyment of school is the norm.

We have a bold vision for our students, aiming that they develop resilience, moral character, and leadership skills, engage fully in co-curricular activities, service, and community opportunities that prepare them to contribute positively to society. Inclusive practices and tailored support ensure that all students, particularly the most vulnerable, flourish socially, emotionally, and academically.

Once recruitment processes are completed, the trust education leadership team will comprise the Director of Education and three Assistant Directors of Education. This team is supported by colleagues who provide important additional resource in the areas of teacher development, academic services and school improvement.

THE ROLE

The role of Assistant Director of Education (Curriculum, teaching and achievement) is advertised as a full-time permanent role which attracts a salary of L22 – L27. The post holder will continue to teach a small timetable of up to 4 periods per week but most of the time will be focussed on the responsibilities set out below.

1. Ensuring that all schools move towards exceptional standards in teaching with a particular focus on:

- Leading the professional development our teaching staff teams, ensuring that they all benefit from personalised professional development opportunities, and ensuring that teachers have the time they need to plan well, engage in universal pastoral care and lead the co-curriculum.
- Leading approaches to assessing teacher effectiveness to ensure that these are purposeful and motivating and that this leads to sustained improvement over time of teachers across the Trust.
- Developing expert subject leadership and cross-phase collaboration to ensure alignment, coherence, and ambition in every subject leading to excellence in every classroom.

2. Ensuring that all schools move towards an exceptional curriculum with a particular focus on:

- Developing and implementing the ESF curriculum and assessment entitlement across all phases.
- Implementing a common and rigorous approach to strengthening provision for strong foundations in all schools.
- Facilitating academic leadership networks for middle leaders to enable collaboration and improvement as required.

3. Ensuring that all schools move towards exceptional achievement with a particular focus on:

- Leading, with support from Principals as required, the Trust strategic leadership group for achievement to support the implementation of our goals.
- Working with school leaders, particularly those responsible for these evaluation areas, to carry our quality assurance and facilitate school improvement activities as required.
- Overhauling and aligning our Trust academic strategy so that assessment, reporting and intervention leads to high levels of achievement and rapid progress for all students.

They will drive forward the curriculum, teaching and achievement section of our education strategy.

ESF Curriculum, Teaching and Achievement

Our goal is for every student to experience success as they achieve their personal best by making sustained progress through a broad and ambitious curriculum

We deliver the curriculum through outstanding teaching that challenges and supports all learners to achieve their personal best. Teachers develop excellent subject knowledge and classroom craft and forge strong professional relationships with their students. Through precise assessment, targeted intervention, and inclusive practices, every learner, including those with SEND and those with other vulnerabilities, acquires knowledge and skills, grows in intellectual confidence, and develops a lifelong love of learning.

1. Curriculum

Curriculum audit and alignment

- Introduce a programme of curriculum audit to support schools to ensure quality in the curriculum in every subject.
- Move towards greater alignment across the trust where this will bring gains in quality or where sharing materials and resources will bring significant gains in efficiency.

Strong foundations

- Form and implement a cross-trust approach to ensuring strong foundations in communication and language, reading, writing and mathematics.

Ambition and challenge

- Ensure that evidence-informed teaching strategies and high-quality resources foster critical thinking, ambition, resilience, and curiosity for those with high academic starting points.
- Ensure that the curriculum leads to the very highest grades for all those with high academic starting points.

2. Teacher development

Teacher effectiveness

- Review and improve approaches to assessing teacher effectiveness to ensure that leaders actions are purposeful, motivating, and drive improvements in student outcomes.

Coaching

- Implement a coach-led model for teacher development in each school to ensure the rapid continuous improvement of all staff that is also supportive of teacher wellbeing.

Training

- Provide trust-led training in adaptive teaching, relational practice and restorative approaches.
- Provide trust-lead training so that all teachers understand their responsibilities, how we measure effectiveness and what support is available to them.
- Make available high-quality training across the trust across a wide range of areas that can be accessed in conjunction with a coach led approach to development.

3. Raising attainment

Assessment and reporting

- Implement a cross-trust assessment and reporting policy that enables school level monitoring and intervention and trust level quality assurance.
- Implement a single cross-trust system for collecting monitoring and reporting assessment data for all year groups that will significantly improve the reliability of assessment data, enable cross-trust analysis but allow schools to retain high levels of agency and flexibility.
- Introduce a cross-trust approach to evaluating and reporting attitudes to learning and ensure that reporting arrangements for all year groups include this agreed approach.
- Agree reporting timelines for trial exams for Year 11 and Year 13.

Intervention

- Ensure that the approach to raising attainment in each school is optimal and effective.
- Provide cross-trust resources to support teachers and students to be effective as possible in preparing for public examinations.
- Strengthen the use of the Pupil Premium by introducing more detailed audit and review processes, to maximise its impact on outcomes, participation, and student wellbeing.

THE PERSON

Essential attributes:

- Qualified Teacher Status
- Extensive experience at a senior level within a school
- Evidence of continuous professional development
- Able to demonstrate impact in school improvement
- Ability to form strong working relationships with colleagues and wider stakeholders
- Strong analytical ability, able to interpret and synthesise complex data from a range of sources using technology
- Clearly articulates vision that inspires others
- Proven ability to build inclusive and collaborative teams grounded in trust and respect
- Acts with integrity
- Unwavering commitment to our Trust values; aligned to our vision and mission and supportive of our Christian ethos
- Demonstrates a passion for education and its ability to transform the lives of students and their communities
- Resilient in the face of challenge and reflective in their practice

Desirable attributes include:

- Masters degree in relevant area or NPQ
- Experience of school inspection in both strong schools and those working towards this standard
- Experience of working at a senior level across a multi-academy trust





APPLICATION DETAILS

Vacancy Details

Terms: Full-time; Term time only plus some additional days

Location: Any Trust school within the Trust geography, with regular (usually weekly) travel to Trust schools

Salary: L22-L27 - £86,833 - £98,141

We welcome applicants from a broad range of contexts and backgrounds who are supportive of the Christian ethos of Emmanuel Schools Foundation.

Closing date: Monday 11th May 10am

Interviews: 19 - 21 May (TBC)

How to apply:

For further information, please visit www.esf-web.org.uk. A CV may be submitted to supplement your application but will not be accepted instead of a completed on-line application. If you have any questions based on any aspect of the appointment process or require any additional information, please contact Director of Education, Matt Waterfield at mwaterfield@esf-mail.org.uk.

[APPLY ONLINE HERE](#)

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post will involve daily contact with children and is subject to an enhanced DBS check. In addition, as part of the shortlisting process, and in accordance with statutory guidance, we may carry out an online search (for publicly available material) to help identify any incidents or issues that have happened which we may want to explore with shortlisted applicants at interview.

Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements or expectation.

