

## Design and Enterprise Subject Lead – Daventry

### JOB DESCRIPTION

<b>REPORTING TO</b>	Headteacher
<b>LOCATION</b>	Daventry E-ACT Academies
<b>CONTRACT</b>	Permanent, Full Time
<b>SALARY</b>	L11 – L16

### ROLE PURPOSE

The Design and Enterprise Subject Lead or Art, Design, Business & ICT will provide strategic and operational leadership across a defined region of academies within the Trust. Working across multiple schools, the postholder leads on raising standards, strengthening leadership capacity, and ensuring a high-quality, coherent curriculum, while also maintaining a limited teaching commitment at Key Stage 4 (Year 11) to retain credibility and current classroom practice.

### KEY RESPONSIBILITIES

#### Regional Subject Leadership

- Lead and implement the Trust’s Subject strategy, ensuring alignment with Trust priorities and improvement plans.
- Work across academies in the region to drive consistency, ambition, and impact in curriculum design, pedagogy, and assessment.
- Act as the Trust’s subject expert, keeping practice aligned with national policy and current research.

#### Standards, Quality & School Improvement

- Monitor and evaluate the quality of teaching, learning and outcomes across academies.
- Analyse performance data to identify trends, strengths, and priorities for intervention.
- Support academies to improve outcomes, particularly at Key Stage 4, including strategies for closing gaps and improving progress.
- Provide subject-specific input into Trust reviews, academy improvement plans, and inspection preparation.

### **Leadership Support & Development**

- Provide direct leadership support and professional challenge to Headteacher, Deputy Headteachers and Heads of Department.
- Coach and mentor Heads of Department to strengthen leadership capacity and impact.
- Build and lead regional subject networks, encouraging collaboration and sharing of best practice.

### **Teaching Commitment**

- Teach some exam classes within one or more academies, as agreed, to:
  - Maintain current classroom expertise
  - Model effective practice
  - Strengthen credibility with teaching staff

### **Collaboration & System Leadership**

- Work closely with other Regional Leads and central teams to support whole-school improvement priorities.
- Contribute to Trust-wide strategy and development initiatives.
- Represent the Trust at external subject forums and system-leadership opportunities where appropriate.

### **Safeguarding**

- Uphold and promote a strong safeguarding culture across all academies.
- Ensure safeguarding expectations are embedded in all leadership and advisory work.

## PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a headteacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

### OUR VALUES

<p><b>Thinking Big</b></p>	<ul style="list-style-type: none"> <li>• Show energy, enthusiasm and passion for what you do</li> <li>• Demand the highest quality in all that you do, and in the work of your team</li> <li>• Willing to champion new ideas and think beyond the status quo</li> <li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li> <li>• Be open to new ideas and change where it will have a positive impact on the organisation</li> <li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li> <li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li> <li>• Commitment to self-development, and developing your wider Team</li> <li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li> <li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li> </ul>
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<b>Doing the Right Thing</b>	<ul style="list-style-type: none"><li>• Have integrity and honesty in all that you do</li><li>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li><li>• Take responsibility and ownership for your area of work</li><li>• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li><li>• Be transparent and open</li><li>• Be resilient and trustworthy</li><li>• Stand firm and stay true to our mission</li></ul>
<b>Showing Team Spirit</b>	<ul style="list-style-type: none"><li>• Understand how you can have a greater impact as a team than you can as an individual</li><li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li><li>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li><li>• Recognise and celebrate the success and achievements, no matter how small of your colleagues</li><li>• Be generous with sharing your knowledge to help to develop others</li><li>• Understand and be willing to receive suggestions and input on your area of work from others</li><li>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li><li>• Be aware of other peoples' needs and show an ability to offer genuine support</li><li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li></ul>

## KNOWLEDGE, EXPERIENCE & SKILLS

### Requirement

### Assessed at

**E** – Essential

**A** – Application Stage

**D** – Desirable

**I** – Interview Stage

**P** – During the probationary period

		<b>E</b>	<b>D</b>	<b>A</b>	<b>I</b>	<b>P</b>
<b>Organisational Fit</b>	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
<b>Experience</b>	Qualified Teacher Status (QTS).	X		X	X	
	Strong track record of successful teaching in [Subject], including at KS4/Year 11.	X		X	X	X
	Proven experience leading or improving subject provision.	X		X	X	X
	Strong understanding of curriculum design, assessment, and evidence-informed pedagogy.	X		X	X	X
	Ability to influence, support, and challenge across multiple schools.	X		X	X	X
	Excellent communication, coaching, and relationship-building skills.	X		X	X	X
	Experience as a senior leader, Assistant Head/Deputy Head, or a highly effective Head of Department.		X	X	X	X
	Experience working across more than one school or within a MAT.		X	X	X	X
	Experience supporting schools in challenging contexts.		X	X	X	X
	Leadership qualification or NPQ (or willingness to undertake).		X	X	X	X
<b>Skills and Attributes</b>	<b>Highly effective communicator</b> , able to articulate complex subject and improvement priorities clearly and persuasively to a range of audiences, including classroom teachers, middle leaders, senior leaders, and central teams.	X		X	X	X
	<b>Credible subject and educational leader</b> , with the professional authority to influence practice and decision-making across academies without direct line management.	X		X	X	X

	<b>Skilled in providing constructive professional challenge</b> , combining diplomacy with firmness to support improvement while maintaining strong, trusting relationships.	X		X	X	X
	<b>Dynamic and adaptable practitioner</b> , responsive to varying school contexts, levels of capacity and readiness for change.	X		X	X	X
	<b>Able to operate effectively in a fast-paced environment</b> , managing a varied workload across multiple academies with competing and sometimes conflicting priorities.	X		X	X	X
	<b>Highly organised and resilient</b> , able to prioritise workload, meet deadlines, and maintain momentum across multiple improvement strands.	X		X	X	X
	<b>Confident in professional judgement</b> , able to make evidence-informed decisions and advise senior leaders with clarity and assurance.	X		X	X	X
	<b>Strong interpersonal and influencing skills</b> , demonstrating emotional intelligence, active listening, and the ability to build rapport quickly.	X		X	X	X
	<b>Solution-focused and proactive</b> , able to identify barriers to improvement and work collaboratively to resolve them.	X		X	X	X
	<b>Committed to continuous professional development</b> , modelling reflective practice and lifelong learning.	X		X	X	X
	Evidence of operating successfully at <b>senior or system-leadership level</b> , balancing strategic oversight with operational delivery.		X	X	X	X
	Demonstrated ability to <b>lead through complexity and ambiguity</b> , including supporting improvement across schools facing different challenges.		X	X	X	X
	Experience of <b>working under pressure</b> within high-accountability environments while maintaining professional standards and positive relationships.		X	X	X	X
	Experience of influencing <b>whole-school or cross-school change</b> beyond a single department.		X	X	X	X
<b>Professional Attributes</b>	Strategic thinker with a strong moral purpose.	X		X	X	X
	Collaborative, resilient, and credible with leaders and teachers.	X		X	X	X

	Committed to inclusion, equity, and high expectations for all pupils.	X		X	X	X
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