

Assistant Head Teacher & DDSL

Recruitment Pack

Full Time and Permanent from May 2026

Pay scale: L5 – L9

Welcome From the CEO

Thank you for your interest in joining the team at Victoria Academies Trust.

I am delighted that you are interested in working with us. Victoria Academies Trust is a primary only trust based in the West Midlands consisting of a mix of sponsor, converter and free schools. We currently have ten schools open; nine mainstream and one special school.

Victoria Academies Trust was set up in 2014 up with the sole aim 'to make our people the best they can be'. We are passionate about making a difference to the lives of our pupils,

families and colleagues. We want to inspire our young people to achieve more than they imagine possible, and having the right people in every role across our schools is an important part of making our vision become reality.

We have a strong board of Trustees who work closely with the trust executive team to focus on our goals of investing in our school communities, growing and valuing our colleagues and preparing our children for the

future. This ensures that our schools are on a continual journey to the be best they can be. We currently educate over 3200 pupils across

the primary age range, and employ over 500 colleagues across our schools and in our Trust Central Team.

We may be ten schools, but our vision and values run through our Trust and we truly as a family, united in our ambition for our people 'To Be The Best They Can Be'.

The opportunity:

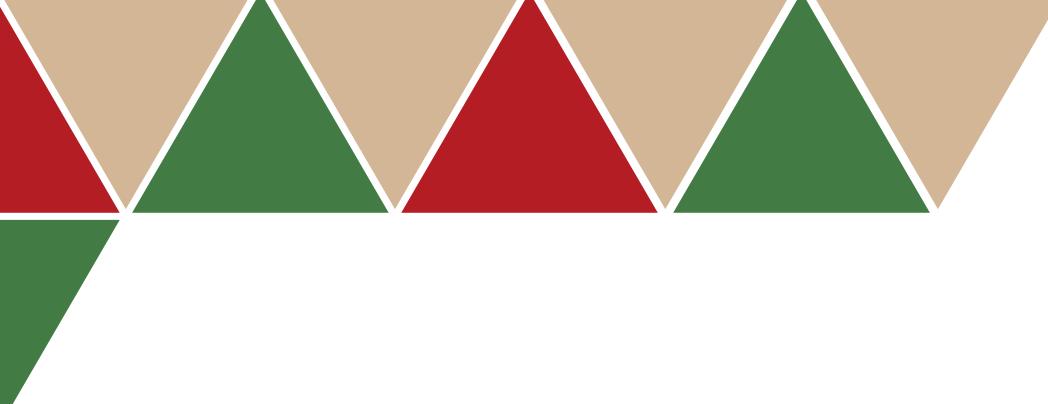
We are looking to recruit a permanent, full time Assistant Head Teacher at Elm Tree Primary from May 2026

Full downloadable recruitment forms can be found on our website at [Job Vacancies \(victoriaacademiestrust.org\)](http://Job Vacancies (victoriaacademiestrust.org))

We are committed to flexible working and are happy to have discussions with prospective candidates.



Sharron Philpot
CEO
Victoria Academies Trust



About Us

Our Mission

Our mission is our reason for being - it is simply: to make our people the best they can be.

Our people are our colleagues, our pupils, our governors and our school communities - we work with and empower our people to be the best they can be.

Our Vision

Our vision is the picture we paint, the future we want to create, based on our mission.

We are a family of schools, united in our passion for inspiring pupils to achieve more than they imagine possible.

We have a positive influence on children's lives in areas where we can make the most difference.

We are ambitious for our children. Our high expectations of them, the memorable experiences and opportunities they have in our schools, along with the kindness and compassion which is at the centre of our Trust means that they will be successful in whatever they choose for their future.

We are at the heart of our communities; a place where local people can turn to for help, support and guidance, working with us for the greater good of our shared community.

We are aspirational for our people, who are given opportunities to grow, develop and become experts in their chosen fields.

Our people feel valued and supported; they show ambition, courage and resilience, but most of all are kind and respectful.

Our Values

Our Values are important to us and guide our behaviours, our relationships and the way we work together. They define how we want to be.

These values of **Unity, Integrity, Courage, Curiosity and Excellence**, along with our commitment to strong ethical leadership ensure that we build a positive and powerful legacy to be proud of.



Unity

We know that by working together, we are stronger than working alone. We work together as a family, united in our shared responsibility to achieve our mission.



Integrity

We show integrity by being honest, truthful, and transparent; always doing what we believe is right and true. We show kindness and respect by treating others with dignity, empathy, and understanding.



Courage

We show courage by being ambitious, challenging ourselves and others to achieve more. We take on challenges with enthusiasm, determination, and resilience, learning from failures.



Curiosity

We show curiosity by having a passion to learn, explore, and discover new things and new ways of working. We are innovative and ambitious, always seeking to be even better.



Excellence

We have a strong commitment to continuous improvement, a willingness to learn and a dedication to becoming the best we can be.

What we can offer you

Joining the Victoria Academies Trust means becoming part of a vibrant and dedicated community that is committed to ensuring colleagues are supported 'To Be They Best They Can Be'

This is what we can offer you:



Competitive Pay Scales

- **Transparent Salary Framework:** We offer clear and transparent pay scales, aligned to government recommended pay, that reflect your experience and expertise.
- **Annual Pay Review:** Commitment to regular reviews to ensure our salaries remain aligned to government recommended scales for teaching and non-teaching staff.



Generous Pension Scheme

- **Teachers' Pension Scheme:** Benefit from one of the most generous pension schemes in the UK.
- **Local Government Pension Scheme:** Our support staff are enrolled in the LGPS, which is a secure and flexible pension plan that provides a valuable package of retirement and death in service benefits
- **Employer Contributions:** We make significant employer contributions to your pension, helping you plan for the future with confidence.



Professional Development

- **Tailored Growth:** Benefit from our bespoke professional development programmes, designed to help you reach your career goals.
- Access to over 100 tailored CPD courses through a mix of flexible webinars and online or face to face opportunities
- Opportunities to network with likeminded individuals- through networks, meetings and our annual Whole Trust Conference.
- **Leadership Opportunities:** With a clear pathway for progression, you have the chance to advance into leadership roles within our trust - teaching and non-teaching



Well-being and Support

- **Work-Life Balance:** We support a healthy work-life balance with flexible working options and a commitment to you through our Flexible Working Policy and People Strategy
- **Health and Wellness:** Access to our comprehensive wellbeing and benefits scheme which includes counselling services, access to Doctor, Nurse and Physio support, online wellbeing and exercise sessions, discounts on gym membership, cycle to work scheme and lifestyle voucher scheme
- Paid expenses in line with HMRC guidance – and access to free parking on site at our schools
- **Dedicated technology** – To enable to fulfil your role effectively
- Dedicated shared working spaces allowing colleagues to collaborate and work in way that suits them
- Generous holiday allowance – many of our roles are term time only contracts



Community and Culture

- **Collaborative Environment:** Thrive in our culture of teamwork and support, where ideas are shared and successes celebrated.
- **Community Impact:** Make a real difference in our local communities through various outreach and engagement activities and events

We are proud to offer a fantastic and supportive working environment where our passion for inspiring our children to achieve more than they imagine possible is at the heart of everything we do.

If you're ready to make a significant impact and grow with us, we would love to welcome you to our team

Our Schools, Our Journey



2012

Victoria Park Primary becomes Victoria Park Academy



2014

Victoria Academies Trust founded



2014

Rowley Park Academy, Staffordshire join as first sponsor school



2014

Devonshire Infant and Junior Academies, Sandwell join as converter



2017

Birchen Coppice Academy, Worcestershire join as a sponsor academy



2016

Fibbersley Park Academy, Walsall join as a sponsor academy



2015

Northfield Manor Academy, Birmingham join as a converter academy



2018

Foley Park Academy, Worcestershire join as a converter academy



2019

Poppyfield Academy, Staffordshire opens as our first Free School



2022

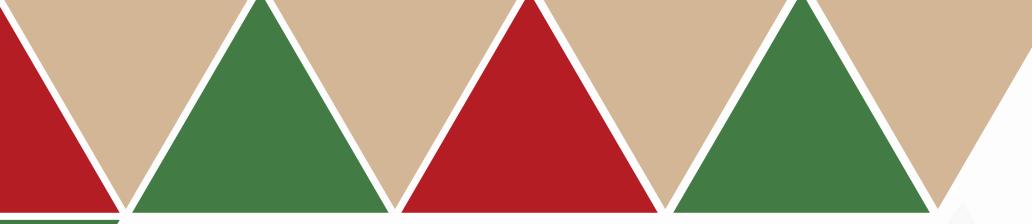
Elm Tree Academy, Sandwell opens as our first SEND Free School



2025

Whitehall Nursery & Infant Academy join as converter school
2025





Role Overview

Full time Assistant Head Teacher & DDSL -Elm Tree Primary Academy

Elm Tree Primary Academy is a new special school in Sandwell for autistic pupils from Reception to Year 6 who have additional learning needs.

This is a very exciting opportunity for Victoria Academies Trust who are looking to appoint an enthusiastic and highly motivated Assistant Head Teacher. We welcome applications from teachers with a range of experience in working with autistic pupils with additional learning needs. The position will allow the successful candidate to be part of a small team and grow with the school as it reaches its full capacity by September 2025

We are looking for candidates who:

- Creative thinkers, passionate, committed and have the determination to secure the best possible outcomes for every child*
- Have the experience and skills to work with autistic pupils*
- Energetic, positive and have the ability to work effectively as part of our team*
- Willing to go the extra mile to make great things happen for our children*

We can offer the successful candidates:

A commitment to continuing professional development

A supportive and hardworking staff team

Happy to discuss flexible working

Elm Tree Primary Academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS disclosure. All shortlisted candidates will be subject to an online search as part of our recruitment process.

Rehabilitation of Offenders Act

This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this post is subject to an enhanced DBS disclosure which confirms the appointee is not on the Children's Barred list being obtained. If you are shortlisted you will be asked to disclose any convictions, cautions, reprimands or final warnings that are not "protected" as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)

Closing Date: 4th Feb 2026 at 9am

Interviews: TBC





Job Description

Responsibilities of the role

Assistant Head Teacher & DDSL - Elm Tree Primary

<i>School:</i>	<i>Elm Tree Primary Academy</i>
<i>Post title:</i>	<i>Assistant Head Teacher & Deputy DSL</i>
<i>Responsible to:</i>	<i>Head Teacher</i>
<i>Remuneration:</i>	<i>Leadership 5-9</i>
<i>Start Date:</i>	<i>May 2026</i>

Main purpose

The assistant headteacher will support the headteacher in:

Communicating the school's vision compellingly and supporting the headteacher's strategic leadership

The day-to-day management of the school

Formulating the aims and objectives of the school

Supporting teaching and learning across the school

Establishing policies for achieving these aims and objectives

Managing staff and resources to that end

Monitoring progress towards the achievement of the school's aims and objectives

Act as Deputy Designated Safeguarding Lead as per separate job description

This will be a class based post. School teachers are required to carry out the duties set out in the Teachers Pay and Conditions document.

This job description reflects the national teacher standards for qualified teacher status. It may be amended at any appropriate time, following consultation between the head teacher and teacher, and will be reviewed annually. Priorities relating for performance managements objectives will be identified in the performance management documentation.

Leadership time will be allocated in order to carry out the responsibilities of the post.

They may also be required to undertake any of the duties delegated from the headteacher.

Assistant Head Teacher

Responsibilities of the role

Qualities

The assistant headteacher will:

Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct

Build positive and respectful relationships across the school community

Serve in the best interests of the school's pupils

Have an excellent understanding of the needs of autistic pupils with additional learning needs

Duties and responsibilities

School culture and behaviour

Duties and responsibilities

School culture and behaviour

Under the direction of the headteacher, the assistant headteacher will:

Create a culture where pupils experience a positive and enriching school life

Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life

Ensure a culture of staff professionalism

Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school

Teaching, curriculum and assessment

Under the direction of the headteacher, the assistant headteacher will:

Establish and sustain high-quality teaching across subjects and phases, based on evidence

Ensure the teaching of a broad, structured and coherent curriculum

Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities

Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum

Promote a culture and practices that enables all pupils to access the curriculum

Have ambitious expectations for all pupils

To use effective methods of monitoring pupil progress and using information to establish a relevant curriculum

Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate. Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

Organisational management and school improvement

Under the direction of the headteacher, the assistant headteacher will:

Establish and oversee systems, processes and policies so the school can operate effectively

Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care whilst carrying out the role of Deputy DSL

Ensure rigorous approaches to identifying, managing and mitigating risk

Ensure effective use of budgets and resources

Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context

Make sure these school improvement strategies are effectively implemented

Staff management and professional development

Under the direction of the headteacher, the assistant headteacher will:

Performance manage middle leaders, including carrying out appraisals and holding staff to account to their performance

Manage staff well with due attention to workload

Ensure staff have access to appropriate, high-standard professional development opportunities

Keep up to date with developments in education

Seek training and continuing professional development to meet their own needs

Role & responsibilities

Governance, accountability and working in partnership

Under the direction of the headteacher, the assistant headteacher will:

Work with the governing board as appropriate

Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Work successfully with other schools and organisations

Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Other areas of responsibility

Curriculum, Teaching and Learning

The assistant headteacher will:

Lead the development, implementation, and evaluation of a broad, balanced, and ambitious curriculum that reflects the needs of all learners.

Ensure progression, coherence, and consistency across all subjects and phases, with clear intent, implementation, and impact.

Drive high standards of teaching and learning through effective monitoring, coaching, and professional development.

Promote inclusive and adaptive teaching practices that enable all pupils, including disadvantaged learners, to achieve their full potential.

Lead and support subject leaders in curriculum design, delivery, and evaluation.

Ensure teaching and learning reflect current educational research and best practice.

Contribute to whole-school self-evaluation and school improvement planning.

Work collaboratively with senior leaders to ensure consistency and high expectations across the school.

Communicate effectively with staff, Academy Council, parents, and external agencies as appropriate.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the assistant headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Assistant Head & DDSL

JOB DESCRIPTION FOR Deputy DESIGNATED SAFEGUARDING LEAD (DSL)

This job description will be reviewed annually and may be amended at any time following discussion between the Head Teacher and member of staff.

PLEASE NOTE: this needs to be in addition to any other Job descriptions e.g. AHT/DHT

Work with others

- *work with the Senior Leadership Team to ensure safeguarding is at the heart of the school ethos and that all staff are supported in knowing how to recognise and respond to potential concerns.*
- *liaise with the Head Teacher to keep them informed of any safeguarding or issues especially ongoing enquiries and police investigations*
- *as required, liaise with the local authority case manager or the designated officer at the local authority if a concern has arisen regarding a member of staff*
- *liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies*
- *act as a source of support, advice and expertise for staff.*

Manage referrals

The DDSL should:

- *refer cases of suspected abuse to Children's Social Care, and support staff who have raised concerns about a child or have made a referral to Children's Social Care*
- *where there are concerns about radicalisation, to make referrals to the Channel programme and offer support to other staff who have concerns about radicalisation (England and Wales only)*
- *refer cases to the police where a crime has been or may have been committed.*

Undertake training and develop knowledge

In addition to formal training, the DDSL should keep knowledge and skills up to date via online training, e-bulletins, opportunities to network with other DSL/DDSLs, and attend locally arranged briefings.

These opportunities should be taken up at least once a year but more regularly if possible so that the DDSL:

- understands the referral and assessment process for early help and intervention*
- knows about child protection case conferences and reviews and can contribute to these effectively when required*
- ensures that all staff have access to and understand the school's child protection policy*
- is aware of the needs of any vulnerable children ie; those with special educational needs, young carers and those receiving support from the local authority including a child in need, a child on a child protection plan or a looked after child*
- keeps detailed, accurate and secure records of concerns and referrals*
- understands the role of the school in terms of the Prevent duty where required*
- attends refresher and other relevant training*
- encourages a culture of listening to children and taking account of their wishes and feelings in terms of what the school does to protect them.*

Raise awareness

The designated safeguarding lead's role is to:

- work with the Academy Council to ensure the school's child protection policy is updated and renewed annually and that all members of staff have access to it and understand it*
- provide regular briefings and updates at staff and Academy Council meetings to help ensure that everyone is kept up to date on latest policy developments and reminded of their responsibilities*
- ensure the child protection policy is available publicly and that parents are aware of the policy and that schools may make referrals to children's social care if there are concerns about abuse or neglect*
- link with the Local Safeguarding Children's Board to keep up to date with training opportunities and the latest local policies.*

Record keeping

It is also the designated safeguarding lead's responsibility to keep detailed, accurate and secure written records of safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, referrals, meetings, phone calls and emails.

Where children leave the school or college, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure delivery and confirmation of receipt should be obtained.

Training of other staff

It is the role of the deputy designated safeguarding lead, working with the DSL and head teacher, to ensure all staff:

- have induction training covering child protection, an understanding of safeguarding issues including the causes of abuse and neglect.*
- are able to identify the signs and indicators of abuse, respond to disclosures appropriately and respond effectively and in a timely fashion when they have concerns.*

Filtering and monitoring

Understand the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified

Make sure that the filtering and monitoring systems and processes block harmful and inappropriate content without unreasonably impacting teaching and learning. Review filtering and monitoring provision at least annually

Further information

- Keeping Children Safe in Education*
- Working Together to Safeguard Children*
- National guidance for child protection in Scotland*
- Safeguarding and child protection in schools*

Person Specification

Assistant Head Teacher & Deputy DSL

CRITERIA	QUALITIES
<i>Qualifications and training</i>	<ul style="list-style-type: none">Qualified teacher statusDegreeProfessional development in preparation for a leadership roleEvidence of professional development in the area of autism and additional needs
<i>Experience</i>	<ul style="list-style-type: none">Leadership and management experience in a schoolTeaching experienceInvolvement in school self-evaluation and development planningLine management experienceDemonstrable experience of successful line management and staff developmentExperience of teaching autistic children with high support needs
<i>Skill and Knowledge</i>	<ul style="list-style-type: none">Understanding of high-quality teaching, and the ability to model this for others and support others to improveUnderstanding of school managing budgetsEffective communication and interpersonal skillsAbility to communicate a vision and inspire othersAbility to build effective working relationshipsKnowledge and understanding of evidenced based pedagogy relating to autistic childrenKnowledge and understanding of a range of communication strategies including AACDemonstrates the ability to personalise the curriculum for individual pupilsKnowledge and understanding of sensory processing difficulties and differencesKnowledge and understanding of low arousal approaches

Essential	
Personal Qualities	<ul style="list-style-type: none"> <i>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</i> <i>• Ability to work under pressure and prioritise effectively</i> <i>• Commitment to maintaining confidentiality at all times</i> <i>• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.</i>
Commitment to the following	<p><i>Pupils with additional needs.</i></p> <p><i>Raising standards for pupils</i></p> <p><i>Setting a good example in terms of dress, punctuality and attendance.</i></p> <p><i>An enthusiasm and determination to support the vision and values of the school community.</i></p>
Legal Requirements	<i>Enhanced DBS Check</i>

**Note: Due to the nature of how a multi-academy trust operates there is an expectation that all staff are willing and able to travel across the MAT (via their own car) to provide school-to-school support from time to time, as required. This means that a clean driving licence and acceptance of these terms is essential. Travel expenses will be reimbursed at the agreed rate.*

DDSL Person Specification

Qualifications and experience	<ul style="list-style-type: none">•GCSE (or equivalent) in English and maths•Degree or equivalent
Skills and knowledge	<ul style="list-style-type: none">•Successful leadership and management experience in a school or other relevant organisation•Experience of managing safeguarding in a school or other relevant organisation, including:<ul style="list-style-type: none">•Building relationships with children and their parents, particularly the most vulnerable•Working and communicating effectively with relevant agencies•Implementing and encouraging good safeguarding practice throughout a large team of people•Demonstrable evidence of developing and implementing strategies to help children and their families•Experience of handling large amounts of sensitive data and upholding the principles of confidentiality•Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies•Ability to work with a range of people with the aim of ensuring the safety and welfare of children•Awareness of local and national agencies that provide support for children and their families•Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns•Good IT skills, including previous use of [insert any particular administrative systems your school uses. e.g. safeguarding monitoring software, information management systems]
Personal qualities	<ul style="list-style-type: none">•Effective communication and interpersonal skills•Ability to communicate a vision and inspire others•Ability to build effective working relationships with staff and other stakeholders•Commitment to ensuring the safety and welfare of children•Commitment to upholding and promoting the ethos and values of the school•Integrity, honesty and fairness•Ability to work under pressure and prioritise effectively•Commitment to maintaining confidentiality at all times•Commitment to equality•Add any further qualities needed

Safeguarding

Victoria Academies Trust is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects our staff and volunteers to share this commitment. Successful applicants will be required to provide references, undertake an enhanced check through the Disclosure and Barring Service, and comply with the Safeguarding Policy and child protection practices of the Trust.

Equalities:

Victoria Academies Trust has a strong commitment to achieving equality of opportunity in its academies and in the employment of people. The post will ensure that the Trust meets its statutory obligations in relation to all aspects of equalities legislation.

Flexible Working:

Victoria Academies Trust is committed to ensuring that all colleagues have working conditions that meet their own needs, as well as the needs of their schools and children. Details of our Flexible working policy can be found on our website: [VAT-Flexible-Working-Policy-v1.0-.pdf \(victoriaacademiestrust.org\)](http://victoriaacademiestrust.org)



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