



Beacon Academy Trust
A COMPELLING VISION FOR SUCCESS



Deputy Director of Achievement & Progress - PACE

Thank you for expressing an interest in becoming a DDAP – PACE.



A Compelling Vision for Success

Deputy Director of Achievement & Progress - PACE

Salary: £22,887 - £24,990

Required: September 2018

Closing Date: 31 May 2018

Beal High School is seeking to appoint a Deputy Director of Achievement & Progress.

The role is to support a high expectation inclusion culture working with our most vulnerable students across a specific year team; ensuring that all students achieve their full potential.

The Trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. An enhanced DBS Disclosure is required for this post.

An application form can be found at www.beaconacademytrust.co.uk

Please forward your electronic applications to beasuccess@beaconacademytrust.co.uk

Please note we will not consider your application unless it is completed on the BMAT application form.

If you have any queries regarding the job, please contact the HR Team.

Please note we reserve the right to close or extend this position, therefore we would urge candidates to submit an application as soon as possible.

Role Description

Purpose of role

To support a high expectation inclusion culture working with our most vulnerable students across a specific year team; ensuring that all students achieve their full potential and make above expected progress.

General duties and responsibilities

- Work with the Director of Achievement & Progress, and the year team, to build and maintain an effective Pastoral Team which continually enhances the quality of Pastoral care and supports the progress of all students especially those who are most at risk of underachievement.
- Develop a satellite PACE hub at the heart of a year group; developing, sharing and supporting high quality inclusive practice in classrooms and across the campus.
- Develop and maintain effective communication with parents and outside agencies to support students in our most vulnerable groups.
- Incorporate your current excellent practice into the role to enhance your effectiveness and impact

In post, Year 7 - 11 reassigned to different years as required. Responsibilities include but are not limited to the following:

- assist the Director of Achievement & Progress
- monitor the social and academic progress of vulnerable students in the Year Group
- facilitate, assess, report progress as required
- contribute to Year Group assemblies when requested
- assist with Year group rewards and sanctions
- assist Form Tutors with attendance
- support and articulate BEAL values through - Routines, Expectations, Activities, Lessons (REAL)
- undertake specific responsibilities as designated by the Director of Achievement & Progress and/or Leadership Team

The above mentioned duties are neither exclusive nor exhaustive, duties and responsibilities of the post may change as requirements and circumstances change. The post holder may be required to carry out such other duties as requested by management that are broadly within the level of the post.

Technical and Behavioural Criteria

	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
Qualifications		
1. Instructor/mentor/teacher	E	A
2. Degree	D	A
3. Evidence of Professional Development and training	E	A
4. Further professional qualifications	D	A
Experience		
5. PACE/Inclusion experience	E	A/I
6. Experience of assessment and the monitoring of student progress	E	A
7. Good results profile (evidence of added value)	E	A/I/R
8. Successful teaching/mentoring/instructing outcomes	E	A/I/R
9. Track record of achieving outstanding progress with groups or cohorts	D	A/I/R
Professional Experience, Knowledge and Understanding		
10. Flexible and approachable	E	I/R
11. Communicate effectively to a wide variety of audiences	E	I/R
12. Demonstrable people management skills	E	A/I/R
13. Maintain a caring and supportive class environment	E	A/I/R
14. Use data effectively	E	A/I
15. Ability to monitor the performance of a group of students, using data	E	A/I
16. Experience of raising students' and staff aspirations	D	A/I
17. Experience of improving a school's results to achieve outstanding levels of student performance	D	A/I
Personal Skills and Attributes		
18. Able to adapt and embrace change	E	A/I/R
19. Ability to find innovative solutions to problems/issues	E	A/I/R
20. Ability to work cooperatively as a positive team member and leader	E	A/I/R
21. Experience of having developed and led a successful team	D	A/I
22. Experience of having challenged underperformance	D	A/I
23. A positive, "can-do" approach with colleagues and students	E	A/I
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