Application Pack
Regional Deputy Director of Education

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Dear Candidate

Thank you for your interest in the post of Regional Deputy Director of Education.

We’re looking for inspirational leaders, committed to the highest achievement for all in all areas of schools’ work and motivated by helping to creating a culture of constant improvement. Ambitious, energetic and determined individuals to support in the leadership, strategic development and school improvement policy of our academies.

We’re seeking Regional Deputy Directors of Education across all four of our regions.

- West Midlands covering - Staffordshire, Warwickshire, Birmingham and Telford
- East Anglia covering – North East Essex and Suffolk
- South Central covering - Croydon, Bexley, Kent and Sussex
- North Central covering – Essex, Reading, Hertfordshire, London

Please see the job description and person specification for more information.

If you would like to discuss this role, then email me: tim@reach2.org.

Please return all application forms and equal opportunities monitoring forms to Sandy Aurokium, HR Assistant: recruitment@reach2.org by Thursday 13th April 2017.

Interviews will be held in the week commencing 24th April 2017.

We look forward to meeting you.

Tim Culpin – Deputy Director for Education, REAch2 Academy Trust
Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Steve Lancashire

Chief Executive, REAch2 Academy Trust
The application

You are invited to submit an application form, which is available together with this document.

RE Ach2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the Equal Opportunities Monitoring form separately with their application.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact: Tim Culpin – Deputy Director for Education for RE Ach2 on tim@reach2.org

Completed application forms and equal opportunities monitoring forms should be sent to: recruitment@reach2.org

The application process and timetable

<table>
<thead>
<tr>
<th><strong>Application deadline:</strong></th>
<th>Thursday 13th April 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interviews:</strong></td>
<td>W/c 24th April 2017</td>
</tr>
<tr>
<td><strong>Contract:</strong></td>
<td>Permanent</td>
</tr>
<tr>
<td><strong>Salary:</strong></td>
<td>£80k-£86k per annum, dependent on experience</td>
</tr>
<tr>
<td><strong>Job starts</strong></td>
<td>ASAP</td>
</tr>
</tbody>
</table>

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.
Our cornerstones and touchstones

REAch2 is a cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy can build and grow. Defined by the values of excellence, quality, delivery and standards – these features give the Trust its enduring attributes and its inherent reliability.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

The touchstones are:

- **Learning**: children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
- **Leadership**: we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
- **Enjoyment**: children deserve enjoyment in their learning and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging will release in children their natural curiosity, fun and determination.
- **Inspiration**: inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
- **Inclusion**: we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
- **Responsibility**: we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don’t make excuses, but mindfully answer for actions and continually seek to make improvements.
- **Integrity**: we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: www.reach2.org
Job Description – Regional Deputy Director of Education

Post: Regional Deputy Director of Education

Schools: The Regional Deputy Director of Education will support in the leadership, strategic development and school improvement policy of academies within the specified regions of the REAch2 Multi-Academy Trust.

Salary: £80k-£86k per annum, dependent on experience

Responsible to: Deputy Director of Education

Core Purpose

The Regional Deputy Director of Education shall carry out the professional duties as described in the School Teachers Pay and Conditions Document.

The Regional Deputy Director of Education works with the Regional Director to ensure the educational success of the academies within the overall framework of the REAch2 Strategic Plan, as well as the Regional and individual academies’ strategic plans. Alongside the Regional Directors, he/she is responsible for providing strategic leadership across aspects of the internal organisation, professional leadership, management and control of the academies. He/she should create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all in all areas of the schools’ work. The Regional Deputy Director of Education will have delegated responsibilities for selected Head Teachers/Head of Schools in the Region.

Please note that where ‘academies’ are referred to within the job description, this will relate to the academies under the remit of the Regional Director of Education as agreed with the Deputy CEO.

Shaping the Future (Strategic Leadership)

- Working with each Head Teacher/Head of School/Deputy Head teacher and the Local Governing Body, and under the guidance of the Regional Director of Education, to develop the shared vision and strategic plan for the academies, which is responsive to the communities they serve. At the core of this should be the educational and personal development of the pupils.
- Work with the Regional Directors and the Deputy Director of Education, Governors, and staff to define and implement the academies’ vision and strategic direction so that it is understood and acted upon by all stakeholders.
- Work with the RDs to implement a strategic plan, across the Regions, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers’ effectiveness and securing rapid school improvement.
- Plan for the future needs and further development of the academies within the Region, REAch2 and national context.
• Ensure the sustained raising of aspiration, achievement and attainment, is met through an inclusive, sustainable and innovative lifelong education environment.
• Ensure the academies achieve their performance targets.
• Promote the academies and the Trust to a range of audiences.
• Secure the commitment of parents and the wider community to the vision and direction of the academies and the Trust.
• Work with all stakeholders to generate enthusiasm and commitment.
• Challenge, motivate and empower others to attain ambitious outcomes.
• Deputise as lead Executive Officer for the Regional Board and relevant Sub-Committees of the Regional Board when required

Leading Learning and Teaching

• Implement a curriculum policy with the RDs and Deputy Director of Education, Regional Ambassadors, Governors and individual academy senior leaders to meet statutory and pupil requirements and that meets the Trust’s aims and local needs.
• To provide highly effective strategies to support and challenge each academy Head Teacher/Head of School, ensuring rapid improvement is made in the quality of the provision.
• Secure and sustain effective teaching and learning throughout the academies by ensuring each Head Teacher/Head of School/Deputy Head teacher has in place sound strategies for monitoring and evaluating the quality of teaching and standards of pupils’ achievement, using benchmarks and setting targets for rapid improvement of all children including those in vulnerable groups.
• Promote excellence in teaching and learning, ensuring a continuous and consistent Region-wide focus on pupils’ achievement and development (whole-person as well as academic).
• Ensure that a high quality educational experience (as expressed through the REAch2 mission statement, cornerstone and touchstones) is available for all children.
• Create a positive culture of challenge, support and high expectations.
• Ensure that effective and appropriate pastoral support is available to children in the academies.
• Through robust and effective monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment.
• Develop an inclusive and supportive approach so that each academy is a place where all young people and the wider school community feel welcome.

Raising Aspiration, Achievement and Attainment

• Ensure that the needs and aspirations of each child, is addressed through personalised learning and mentoring.
• Ensure that robust assessment data analysis is used to set challenging targets.
• Challenge practice to ensure a stimulating learning environment.
• Ensure REAch2, and academy priorities are consistently and effectively implemented and the impact monitored.
Developing Self and Working with Others

- Treat everyone within each academy fairly and equitably.
- Develop a culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with under performance in accordance with Trust Appraisal and Capability policies and procedures.
- Ensure a high standard of professional development for all staff and for self.
- Work with all staff to build effective teams.
- Sustain own enthusiasm and motivation and develop and sustain that of other staff.
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs and identified through the appraisal process.
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the academies, and the wider REAch2 family.
- Develop the capacity, through coaching and other appropriate means, of the educational leadership and management, particularly the SLT, comprising Head Teacher/Head of School, Deputy Head Teacher and Assistant Head teacher.
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation.

Leading the Organisation

- Provide dynamic, consistent and motivational leadership, ensuring the successful delivery of the vision, ethos, aims and objectives of the academies and of REAch2.
- When necessary, deputise as Lead Executive Officer for the Regional Board and the relevant Sub-Committees of that Board.
- Lead by example, be personally visible and committed whilst adopting a strong and flexible leadership style.
- Establish collaborative and open relationships with all stakeholders.
- Alongside the RDs, critically evaluate each academy’s performance.
- Ensure that communication channels exist enabling all staff to receive information they need in order to carry out their professional duties effectively.
- Ensure structures deliver pupil progression, attainment and achievement.
- Oversee the implementation of all REAch2 policies and procedures ensuring consistent application.

Managing the Organisation

- Support when necessary with the academy budget in order to ensure that each academy meets its objectives.
- Work with the Head Teacher/Head of School to recruit and retain staff of the highest quality.
- Work with the REAch2 Regional Boards and senior colleagues to deploy all staff effectively in order to improve the quality of education provided.
• Ensure that the allocation and use of accommodation within the school provides a positive learning environment that promotes the highest achievement for all.
• Work with REAch2, the Regional Board, the Head Teacher/Head of School and School Business Manager to maximise the level of external funding that is attracted to support each academy’s development.

Securing Accountability
• Work with the REAch2 Regional Board to enable the Board to meet its responsibilities.
• Support each academy to establish strong middle leadership roles within a distributed leadership structure.
• Secure robust academy self-evaluation and quality assurance procedures.
• Establish mechanisms for reporting to each academy Local Governing Body and all other stakeholders at agreed intervals.
• Ensure that each academy Head Teacher / Head of School have in place for all staff clearly defined responsibilities and accountabilities.

Supporting the Work of the Trust
• Developing and maintaining the ethos of REAch2 in all the academies so that it is intrinsic and permeates all aspects of the academies’ life and curriculum.
• Develop strong, positive relationships with colleagues in the REAch2 Academy Trust, and contribute to collaborative work across sponsored academies and support other staff in participating in Regional / Trust work.
• Participate in Regional and Trust wide activities in order to share best practice, contribute to the development of Regional/ Trust strategies and policies and promote the academies and the Region in a local and national context.
• Provide advisory support to academies across all regions as required.

Leading in the Community Through Collaboration
• Lead in developing community engagement, promoting a continuous culture of change and nurturing creativity for all.
• In conjunction with the Head Teacher/Head of School at designated academies, create and maintain an effective partnership with parents/carers.
• Work alongside the Headteachers to strengthen each academy’s positive image in the wider community.
• Work alongside the Headteachers to develop each academy’s extended school provision.
• Actively support the diversity of each academy’s communities and pupils.
### Person Specification – Regional Deputy Director of Education

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<tr>
<th>Knowledge/Qualifications and Experience</th>
<th>Essential</th>
<th>Desirable</th>
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<tbody>
<tr>
<td>Graduate with Qualified Teacher Status</td>
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<td></td>
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<tr>
<td>Achieved NPQH</td>
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<tr>
<td>NLE status</td>
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<tr>
<td>Up to date knowledge in subject, national policy, pedagogy, classroom</td>
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<td>*</td>
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<tr>
<td>management strategies, inspection findings and statutory requirements</td>
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<tr>
<td>Demonstrate thorough understanding of curriculum development</td>
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<td>*</td>
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<tr>
<td>Experience of senior leadership and management at head teacher or principal</td>
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<td>*</td>
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<tr>
<td>level</td>
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<tr>
<td>Proven track record of managing more than one site and giving school to</td>
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<td>*</td>
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<tr>
<td>school support and improvement</td>
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<tr>
<td>Proven experience of developing good working relationships with all</td>
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<tr>
<td>stakeholders</td>
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<tr>
<td>Proven track record of successful leadership and delivery of learning</td>
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<td>Evidence of collaborative and inspirational leadership skills</td>
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<tr>
<td>Experience in the analysis of performance data for the purposes of target</td>
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<td>setting and evaluation</td>
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<tr>
<td>Knowledge of child-safeguarding issues and successful use of measures that</td>
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<td>promote and ensure the safeguarding of children.</td>
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<tr>
<td>Experience of monitoring and improving the quality of teaching and learning</td>
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**Skills and abilities**

| Proven ability to develop, communicate and successfully implement strategies |           | *         |
| Proven ability to generate and deliver collective vision and shared purpose |           | *         |
| Proven ability to create, build and retain effective staffing structures    |           | *         |
| Sufficient numeracy skills to interpret statistical data, and manage budgets|           | *         |
| An understanding of and competent use of ICT to aid and promote the quality |           | *         |
| of teaching, learning and administration                                     |           |           |
| Excellent organisational skills                                              |           | *         |
| Well-developed interpersonal and communication skills                        |           | *         |
| Proven ability to inspire, challenge, motivate and empower teams and        |           | *         |
| individuals to achieve high performance                                      |           |           |
| Proven ability to lead an organisation successfully through a period of     |           | *         |
| change                                                                      |           |           |
| Demonstrate a personal enthusiasm and commitment to leadership aimed at     |           | *         |
| making a positive difference to children and young people and raising       |           |           |
| standards                                                                    |           |           |
| Demonstrable Personal and Professional Integrity, Including Modelling Values and Vision | * |
| Commitment to Promote and Support the Aims of the MAT and of REAch2 | * |