



Deputy Headteacher **City of Derby Academy**

Permanent

1.0 FTE

Leadership Pay Scale 19-23 (£77,552 - £85,529 FTE)

QEGSMAT are seeking to appoint an enthusiastic Deputy Headteacher at **City of Derby Academy (CODA)**. We are proud to serve a very diverse community with over 40 home languages, and over 50% of our students are eligible for the Pupil Premium. This is an exciting and rare opportunity to join a passionate, hardworking and ambitious team of teaching and non-teaching colleagues who, at every level, make a genuine difference to students' lives, every day.

The successful candidate will be committed to the realisation of the CODA's vision of "*improving the life chances of all students*" through the '**3Ps**':

Provide a broad, balanced and ambitious curriculum to help students learn the knowledge and skills they need to achieve academic, technical and vocational success.

Promote a culture of inclusion and equality, high expectations, positive attitudes and behaviours, and supportive relationships.

Prepare students for life in modern Britain through character and SMSC development, the PSHE/RSE curriculum, CEAIG, and the promotion of British values.

Moreover, the successful candidate will embody and develop in others our core '**3Rs**' values of being **Respectful, Responsible and Ready to Achieve**, which underpin everything we do, every day.

Our most recent Ofsted inspection report (March 2024) is overwhelmingly positive and recognises the strengths of the school and the continued progress being made. Some highlights are:

- *CODA is a school that welcomes and celebrates the diversity of the local community.*
- *There is a caring ethos. Pupils feel safe. The vast majority are happy.*
- *The school has high expectations of all pupils.*
- *Pupils with special educational needs and/or disabilities (SEND) and those who speak English as an additional language are well supported to learn the curriculum.*
- *Leaders have secured many improvements since the school's last inspection.*
- *The curriculum has been strengthened.*
- *Behaviour is now good.*
- *Pupils are polite and respectful to each other adults.*
- *There are strong relationships between staff and pupils.*
- *Pupils receive high-quality pastoral support. They know that staff are always available to talk to them if they have concerns.*
- *Leaders consider staff's well-being and workload.*
- *Staff overwhelmingly enjoy working at the school.*

The inspection report aligned with the academy's own self-evaluation, and the inspection team recognised that leaders already have the 'right' plans in place to secure the improvements required to achieve "good" overall at the next inspection.

The successful candidate will be an experienced leader and aspiring Headteacher with a proven track record of school improvement. They will play a vital role, appropriate to their experience and the needs of the academy, in supporting the Headteacher to realise the academy's improvement plans alongside another Deputy Headteacher who is responsible for behaviour, pastoral care and safeguarding.

Why work for us?

City of Derby Academy is also a proud member of QEGSMAT. At QEGSMAT we believe and promote that an exceptional workforce creates exceptional results; they transform lives and transform futures. We support every student to achieve their full potential and become a confident, resilient, and compassionate individual who can make a positive contribution to society.

- At QEGSMAT, we value the hard work and dedication of our team members, and as such we believe that progression should be a simple process. That's why we are proud to offer an **Automatic Pay Review program**, rather than the traditional annual pay and performance review, as part of our comprehensive benefits package.
- Continual access to CPD opportunities. QEGSMAT works with a large number of organisations to develop staff to fulfil their aspirations and potential. We are committed to providing first-rate training and development to all our staff within this evolving Trust. **This includes all staff having access to fully funded NPQ courses** appropriate to their role.
- We are committed to promoting equality, challenging discrimination, and developing community cohesion. We welcome applications from all sections of the community.
- QEGSMAT is a recognised Disability Confident employer.
- All staff have access to our Employee Assistance Programme which provides confidential, independent and unbiased information and guidance 24/7. This can also include bespoke counselling sessions for staff if needed.
- All roles are subject to nationally agreed terms and conditions of service.
- Access to the Teacher Pension Scheme with employer contributions of 28.68%.
- Family-friendly policies.
- Access to Flu Vaccines.
- Opportunity to work flexibly.
- Access to 750+ discounts on everyday essentials via our benefit package with Vivup



QEGSMAT is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK. Further information about our commitment to Safeguarding can be found here: <https://www.qegsmat.com/documents/safeguarding>

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this, please call 01332 270450 to arrange this.

Further details about our school can be found on our website: <https://www.cityofderbyacademy.org/>

To apply for this position, please visit <https://gegsmat.face-ed.co.uk/vacancies>

Closing date for applications: 10th March 2025 at 9am

Interview date: w/c 17th March 2025

Salary: Leadership Pay Scale 19-23 (£77,552 - £85,529 FTE)

Potential Start date: TBC



JOB DESCRIPTION

Post Title:	Deputy Headteacher
Reporting to:	Headteacher
Responsible for:	Strategic and operational leadership of the academy
Scale:	Leadership Pay Scale 19-23 (£77,552 - £85,529 FTE)
Disclosure Level:	Child Workforce - Enhanced, Childs Barred list

PURPOSE OF THE POST:

In addition to carrying out the professional duties of a teacher, a Deputy Headteacher must play a major role under the overall direction of the Headteacher in:

- Maintaining the values and ethos of the academy and the Trust
- Formulating the aims and objectives of the academy
- Establishing the strategic plans and operational policies through which they are to be achieved
- Managing staff and resources to that end
- Monitoring progress towards their achievement
- Undertaking any professional duties of the Headteacher reasonably delegated by the Headteacher/Trust, including:
 - Ensuring that the academy is compliant with all relevant legislation and guidance
 - Ensuring that all mandatory policies and statements are up to date and completed to the highest standards e.g. Pupil Premium Strategy, Equality Objectives, SEND Information Report, critical incident plans, etc.
 - Representing CODA as required in the wider community
 - Deputising for the Headteacher as required

Main Duties:

Support the Headteacher by:

- Acting as a Deputy Designated Safeguarding Lead (with appropriate training if required)
- Acting as Senior Leadership Team link for one or more areas of the school
- Actively leading on and/or contributing to whole school evaluation processes and reports, ensuring they are concise, accurate and evaluative and support school improvement
- Actively leading on and/or contributing to all strategic and operational meetings
- Contributing to effective curriculum and timetable design through appropriate Curriculum Led Financial Planning

- Role modelling and demanding ambitious standards and expectations for all students (including those with SEND and or those eligible for free school meals) to overcome disadvantage and advance inclusion and equality
- Establishing and sustaining a culture where practices enable all students to fully access the whole curriculum (including the wider curriculum offer) and learn effectively
- Establishing and sustaining high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all
- Establishing and sustaining high-quality, expert teaching across all subjects and phases, built on an evidence- informed understanding of effective teaching and how students learn
- Instilling a strong sense of accountability in staff for the impact of their work on students' attendance, behaviour, personal development, progress and achievement
- Implementing rigorous and developmental Quality Assurance systems to inform professional learning and drive school improvement in teaching, behaviour and personal development
- Leading school assemblies and gatherings and events as necessary
- Managing the performance and conduct of colleagues as required
- Overseeing training and CPD processes including INSET provision in conjunction with senior colleagues
- Providing effective line management of staff according to Trust policy ensuring staff and teams are supported and held to account
- Providing the Senior Leadership Team, Directors of Education, Executive Board, Local Governors, and Trustees with regular data updates and analyses relating to whole-school priorities as required
- Sharing responsibility for senior leadership and management for the school, ensuring continual improvement and higher quality and standards
- Supporting the Headteacher on the recruitment, selection, appointment, motivation, and retention of staff
- Undertaking an appropriate programme of teaching in accordance with the duties of a teacher

METHODS OF WORKING

The post holder must:

- Maintain confidentiality and observe data protection and associated guidelines where appropriate.
- Maintain an awareness of Safeguarding Children and Child Protection
- Understand and comply with the Trust's Health and Safety Policy in the performance of their duties and responsibilities.
- Carry out the duties of the post in compliance with the academy's Equal Opportunities Policy
- Understand and comply with all other relevant academy policies.
- Take an active part in appraising their own work against agreed priorities, targets, professional development and supervision arrangements.
- Undertake any necessary training associated with the duties of the post.
- Carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post.



Person Specification - Deputy Headteacher

Criteria	Essential	Desirable	Evidence
Academic qualifications and professional development	<ul style="list-style-type: none"> Honors degree QTS Status Teaching experience in more than one school with a strong track record of success in teaching and learning. Evidence of continuing professional development including educational school leadership and management. 	<ul style="list-style-type: none"> NPQH Level 3 DSL Trained Safer Recruitment Trained 	<p>Application form</p> <p>Documentary evidence</p>
Quality of Education	<ul style="list-style-type: none"> An effective teacher with a strong record of 'high progress' outcomes. Ability to teach across the full 11-16 age range. The ability to use data to evaluate performance and take effective action on the basis of this data. Excellent communication and organisation skills. Experience of leading a teaching and learning initiative with significant impact for pupils. 	<ul style="list-style-type: none"> Leading/delivering teaching, learning and assessment CPD. 	<p>Application form</p> <p>Interview</p> <p>References</p>
Outcomes for pupils	<ul style="list-style-type: none"> Confident and proficient use of performance data to raise standards for pupils. Experience of raising standards for pupils eligible for Pupil Premium and/or with low levels of literacy including EAL. 		<p>Application form</p> <p>Interview</p> <p>References</p>

Leadership and Management	A person who: <ul style="list-style-type: none"> • Is an innovative and forward-thinking strategist • Has a capacity to inspire through leadership, energy and vision • Has an ability to relate well to the whole community • Has demonstrated leadership through example and has a solution focused approach • Has a genuine commitment to equal opportunities and inclusion • Reacts positively to challenges, seeing them as opportunities rather than barriers • Is committed to leading, building teams and collaborative working • Is able to lead strategically to inform school evaluation and improvement 	<ul style="list-style-type: none"> • Understanding of coaching approaches 	Application form Interview References
Personal Development, Behaviour and Attitudes	<ul style="list-style-type: none"> • Ability to support pastoral teams working with vulnerable and complex pupils • Clear commitment and effective practice to safeguarding • Experience in leading and promoting personal development and enrichment (co-curricular) opportunities • A commitment to ensuring high standards of behaviour and attendance across the school, building an outstanding culture 		Application form Interview References
Professional Experience	At least 2 years of successful senior leadership experience which has included: <ul style="list-style-type: none"> • Successful leadership at Assistant Headteacher/ Deputy Headteacher level or above 	<ul style="list-style-type: none"> • Understanding and experiences of practice which promotes ambitious expectations for SEND learners 	Application form Interview References

	<ul style="list-style-type: none"> • Helping to shape and implement the teaching and learning vision of a school • Helping to shape and implement highly effective pastoral systems • Line management of staff 		
Personal Qualities, Skills and Attributes	<ul style="list-style-type: none"> • A commitment to care, inclusion, equality and diversity • Self-confidence, personal impact and presence • Eager to acquire further skills and career enhancement • Able to retain a sense of perspective • High levels of emotional intelligence • The ability to hold difficult conversations with empathy and respect • Confident and proficient ability to analyse, interpret and make inferences using a wide range of performance data • Calm, positive and optimistic whilst under pressure • Ability to instil trust and confidence in pupils, their families and staff • Strong communication (literacy and oracy) and numeracy skills • Active team member • Able to manage time and prioritise effectively • Patience, reflectiveness and curiosity 		<p>Application form</p> <p>Interview</p> <p>References</p>