

Job Description : Deputy Director of Education

The Beckmead Trust is seeking a dynamic Deputy Director of Education to champion excellence across our specialised provisions. Working in close partnership with the Director of Education and Care, you will be the driving force behind our Trust-wide frameworks for quality assurance, safeguarding, attendance, and continuous Ofsted readiness. In this role, you will balance high-level strategic oversight with practical assistance, overseeing a small group of Headteachers and supporting them to provide exceptional, impactful education and care for our vulnerable students.

Post: Deputy Director of Education

Responsible to: Director of Education and Care

Salary: Range L24-25

Accountable for line management of: A designated cluster of Headteachers

Liaising with: The Beckmead Trust, trustees and governors, headteachers and senior leadership teams, DSL's, external partners including LA staff, LADO, social care, parents and carers

The responsibilities of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in the document. The performance will be guided by the Standards for Headteachers, as set out by the DFE.

The postholder will be asked to work in any geographical location to support the needs of the Trust. They will need to work in partnership with the Headteachers or act as Headteacher and must be agile, resilient and adaptable in both Primary and Secondary settings both in Alternative Provisions and Special Schools.

“Nurture – Sustain – Grow”

Our emphasis on self-improvement and the continuing desire to do what we do well, is integral to the successful delivery of high quality teaching and learning that serves to meet the complex needs of all our students.

The Leadership Group is of critical importance in guiding our improvement process, through the sensitive and open involvement of students, staff, parents and governors. Each member of the team has individual and specific responsibilities. Each of us is fully aware that our shared responsibility is the strength which underpins the successful promotion of Governing Body principles and the academy's aims and objectives. We recognise the need for corporate collaboration and motivation in managing change and evaluating its introduction in order to raise standards.

Our academies, and the needs of the students on our roll, demand flexible, strategic and operational leadership; leaders who will be expected to exercise individual initiative within a team framework, have a broad perspective of our academies and have attention to detail at all levels.

Our Headteachers must retain the confidence of staff, students, parents and governors in order to reach the shared aim of preparing our children and young people for an active and productive adult life.

Job Purpose (including main duties and responsibilities)

- To provide strategic leadership and operational oversight across the Trust, ensuring the highest standards of education, care, and compliance.
- To directly drive the Trust's framework for continuous improvement, focusing on quality assurance, robust safeguarding, exemplary attendance strategies, and Ofsted readiness.
- To provide strategic and operational leadership and management that enables the academy to give every pupil an outstanding education.
- The post holder will promote the highest possible standards of achievement and well-being to secure the long-term success of the academy.

Leadership, Strategic Direction and Development

- Develop, implement, and evaluate a rigorous Trust-wide QA framework that monitors the quality of education, behaviour, and care.
- Analyse performance data to identify trends, strengths, and areas for development across all provisions, translating data into actionable intervention plans.
- Maintain a constant state of "Ofsted readiness" across all provisions, ensuring leaders are confident and evidence bases are meticulously organised.

- Guide Headteachers in crafting accurate, honest Self-Evaluation Forms (SEFs) and ambitious School Improvement Plans (SIPs).
- Support internal reviews aligned with the current Ofsted Education Inspection Framework (EIF).
- Ensure the successful delivery of the vision, ethos, aims and objectives as determined by the Governing Body and Board of Trustees.
- Translate the academy's vision and aims into operational objectives and plans, motivating and empowering others to carry the vision forward.

Teaching and learning

- Work in partnership with headteachers to support them in school improvement initiatives.
- Lead collaborative moderation and peer-review processes across academies to ensure consistency in standards.
- Secure and sustain high quality teaching and effective learning across the academy.

Pupil welfare (Attendance and engagement)

- Design and deliver an innovative attendance strategy tailored to the complex needs of Beckmead's student cohort, aiming to reduce persistent absence.
- Work closely with school leadership teams and local authorities to remove barriers to attendance and engagement.
- Establish robust reporting systems to track the impact of attendance interventions and prepare high level reports on progress.
- Provide nurturing and attentive pastoral care frameworks to support our schools in the care of all students.

Partnerships

- Maintain and create strong links and collaborative ways of working with all stakeholders including the wider community and other academies, to achieve common goals.
- Work with partner agencies to protect and safeguard students.

Managing people and developing strong working relationships

- Line manage a small, designated cluster of Headteachers, conducting formal performance management reviews and holding them to account for pupil outcomes, safety, and operational efficiency.
- Provide targeted coaching and mentoring to identified Headteachers, building leadership capacity across the Trust.
- Foster a collaborative culture within your assigned cluster, ensuring best practices in education and care are shared across sites.
- Provide inspirational leadership and guidance for staff.

Safeguarding Students (Strategic safeguarding and culture)

- Act as a senior point of escalation and support for BT DSLs, ensuring strict compliance with *KCSIE* and statutory regulations.
- Oversee safeguarding audits and ensure that the Trust's specialised, nurture based approach to care is deeply embedded.
- Regularly update safeguarding and child protection policies across all settings.
- Establish and lead a safeguarding network across the BT schools.
- To ensure the safety and welfare of children, students and vulnerable adults at all times.

Accountability

- Report to the Director of Education. Implements, monitors, and reviews the effectiveness of those strategies on the ground.
- Present a coherent and accurate account of the academy's performance in a form appropriate to a range of audiences, e.g. governors and parents.
- Carry out such other duties as required by the Governing Body/ Board of Trustees and are commensurate within the role.

Person Specification

Post: Deputy Director of Education

This person's specification should be read in conjunction with the latest academy Teachers' Pay and Conditions Document. The BT, with your agreement, to reflect or

anticipate changes in the job, commensurate with the salary and job title, may modify it.

Method of Candidate Assessment: A = Application Form I = Interview R = Reference

Essential	Desirable	A/I/R
Qualifications		
Qualified Teacher status	An additional special qualification in SEND	A/I
National Professional Qualification for Headship (NPQH).		A
Evidence of relevant professional development at senior leadership level.		A
Evidence of recent relevant professional development and training, including safeguarding and financial management		A
Commitment to further develop own professional knowledge and skills.		A/I
Experience		
Substantial experience as a headteacher.		A/I
Experience of collaborative working with vulnerable families and multi-agency teams to support students and their families.		A/I
Experience of managing change.		A/I/R

Understanding of financial planning, budgetary management and principles of best value.		A/I
Proven record of innovative curriculum design that reflects the needs of the students.	Experience managing an extended ACADEMY curriculum	A/I/R
Experience of managing and leading a wide range of staff.		A/I
Experience as a lead for Appraisal.		A/I
Experience of planning, and evaluating an academy Development Plan.		A/I
Experience of using a range of tools and evidence, including learner performance data, to support, monitor, evaluate and raise standards in all aspects of provision.		A/I
Experience of working successfully with governors, parents, Local Authority and other partners.	Successful experience of working with a diverse community.	A/I
Evidence of implementing effective whole academy safeguarding policies and practices.	Experience of being the Designated Lead for Safeguarding	A/I
Knowledge and experience of the education inspection framework in a leadership and management role. (Ofsted)		A/I

Abilities and Skills

To develop and communicate a clear vision so that others are inspired to embrace it.	A/I/R
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Able to provide effective and inspirational leadership that inspires confidence and motivates staff, parents and students.	A/I/R
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Able to prioritise and organise the demands of being a Head Teacher and being able to delegate effectively.	A/I
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Experience of leading and managing a wide range of staff.	A/I
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Demonstrate excellent interpersonal skills, both written and oral.	A/I/R
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Knowledge and Understanding

Knowledge and understanding of students with a wide range of moderate and complex educational needs.	Experience of managing transitions to the next setting.	A/I
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Clear understanding of the role of self- evaluation in the continuous improvement of the academy.		A/I
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Knowledge and understanding of local and national trends and requirements in special education.		A/I
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Secure knowledge and understanding of safeguarding procedures.	An understanding of the role of extended ACADEMY activities and the role they play in the community.	A/I
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Knowledge and understanding of legal issues, including equal opportunities.		A/I
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Personal Qualities

Exceptional role model with the highest standards of integrity, who is approachable and demonstrates a strong and collaborative leadership style.		A/I/R
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Dynamic and reflective leadership qualities that ensure the continual drive towards excellence for all students.		A/I
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Ability to make difficult decisions based on putting the students first.		A/I
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Ability to manage change and work under pressure		A/I
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Willingness to ask for advice and support where necessary.		A/I
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