



Deputy Headteacher Recruitment Pack

————— *'To transform children's life chances.'* —————



**TEES VALLEY
EDUCATION**
www.teesvalleyeducation.co.uk

PPA Job Ref: 321

BPA Job Ref: 322

DPA Job Ref: 323



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Introduction

Tees Valley Education's foundation and journey to date

Tees Valley Education Multi-Academy Trust (TVEd) was established in 2005, building on five years of successful collaboration between Brambles and Pennyman Primary Academies. This partnership laid the foundation for a trust committed to excellence in education and community impact. Later that year, Dormanstown joined the trust, further strengthening its reach and capabilities. In 2018, Wilton Primary Academy became part of the trust, marking another significant milestone in its growth.

That same year, TVEd proudly opened Discovery Special Academy, the first free school in Middlesbrough, providing tailored education to children with special educational needs. In August 2022, Discovery Special Academy transitioned into a state-of-the-art, purpose-designed building, enabling the expansion of its provision to include secondary-age children.

2025 is a milestone year for the Trust as it proudly marks its 10th anniversary. Over the past decade, the Trust has dedicated itself to fostering positive change and making a meaningful impact in the community. This special anniversary offers an opportunity to reflect on its achievements, celebrate the partnerships and support that have made them possible, and renew its commitment to building a brighter future. The Trust looks forward to continuing its journey towards leaving a 100-year legacy of innovation, growth, and service for generations to come.



Letter From Katrina Morley OBE

- Chief Executive Officer
Tees Valley Education Trust



Dear Applicant,

Thank you for expressing your interest in joining Tees Valley Education Trust.

At Tees Valley Education Trust, we hold a steadfast belief that excellence is a birthright. Every child, regardless of their circumstances, deserves access to a world-class education. Our academy Head Teachers operate in an atmosphere of trust, honesty, and integrity, underpinned by an unwavering commitment to excellence for all children and young people. As a Trust, we embrace a philosophy of “no excuses or barriers” in education, ensuring that every child has the opportunity to thrive.

Our academies are located in areas of significant deprivation, and we are passionately committed to the transformative power of education in changing lives. By joining us, you will become part of a brilliant and dedicated team. Across our Trust, all staff—regardless of role—work together with a shared vision: to transform children’s life chances.

We are equally committed to supporting our staff. At Tees Valley Education Trust, we ensure that our leaders and teachers have the time and resources to fulfill their professional duties and responsibilities. We offer a vibrant, supportive, and friendly atmosphere where you will be encouraged to develop both personally and professionally.

Enclosed with this recruitment pack, you will find the job advert, job description, person specification, safeguarding information, and guidance on how to apply. If you wish to apply, please ensure that you complete the application form in full. Kindly note that we do not accept curriculum vitae; only information provided in the application form will be considered.

Thank you once again for considering a position with Tees Valley Education Trust. We look forward to receiving your application.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Katrina Morley'.

Katrina Morley OBE
Chief Executive Officer
Tees Valley Education Trust

Strategic Partners

The Trust is committed to excellence and innovation, we therefore, invest heavily in a range of strategic partnerships. These are designed to:

- Maximise progress and entitlement of all children and young people
- Support continuous staff development
- Offer community and social impact, at scale
- Collaborate with and engage in a range of research and learning partnerships
- Lobby, influence and contribute to regional and national policy
- Contribute to a 100-year legacy around the Trust USP's – SEND & Inclusion, The Arts and STEM



PTI



Schools
North East



SSAT



Teesside
University



Ambition
Institute



IQM



Chartered
College of
Teaching



Fair Education
Alliance



Apple



PIXL



Whole
Education



Forum
Strategy

View all [Strategic Partners here](#)

Mission & Values



Mission

Our mission is to deliver educational excellence for all of our children by fostering a culture of creativity, curiosity, care, courage and commitment.

Vision

'To transform children's life chances'



Diamond Standards



Commitment

To be dedicated, hard working and always try our best.



Courage

To be adventurous, bold and brave



Care

To be kind to ourselves, each other and our communities.



Curiosity

To be inquisitive, excited and explore.

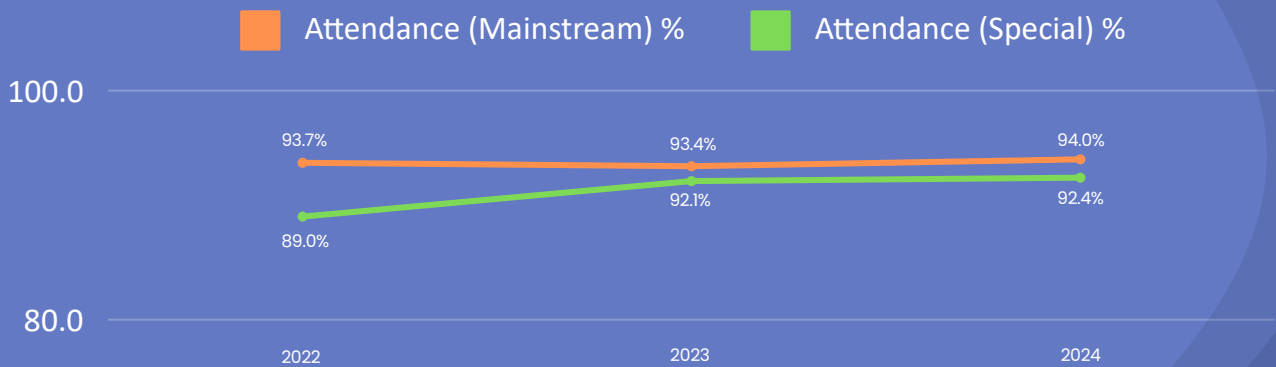
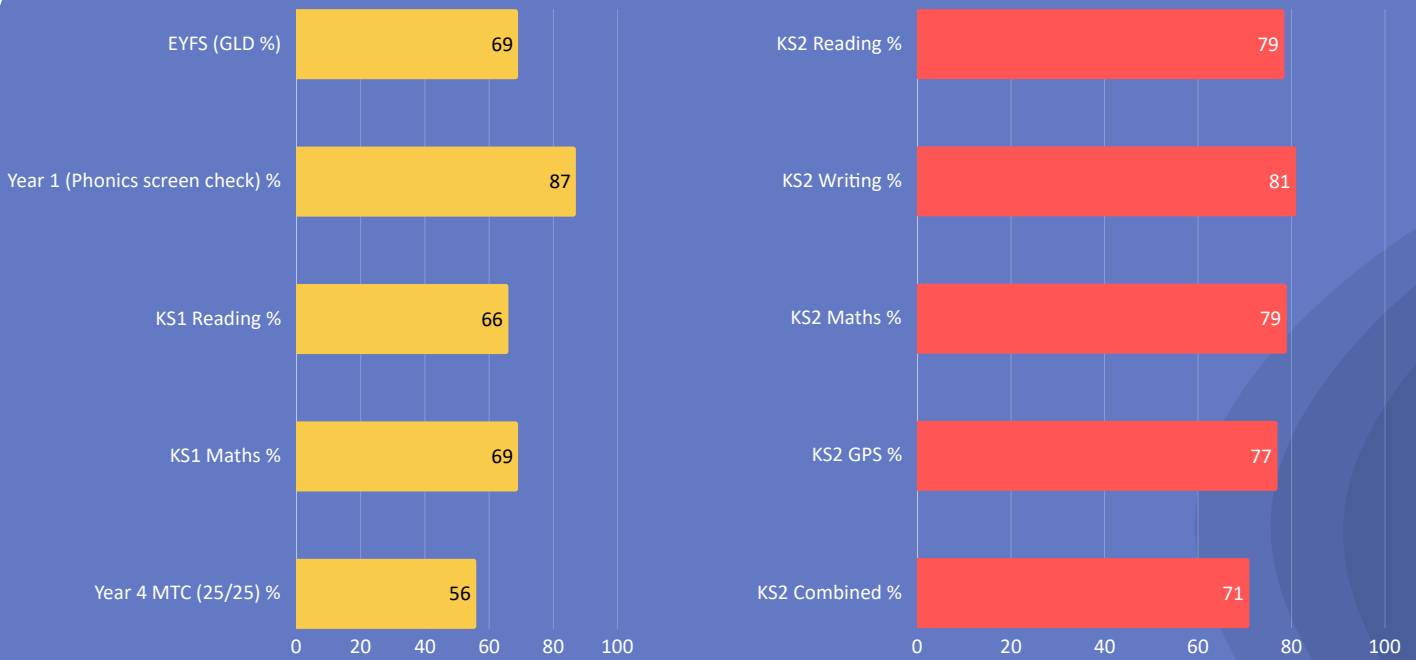


Creativity

To use our talents to imagine, innovate and inspire.

Mainstream Outcomes

2023/24



1240+
Number of children

260+
Staff

33%
% of SEND in our Trust

Trust offer to you:

What the Trust will provide the successful candidate with:

- A workplace where all staff are valued and treated with respect as outlined within the Trust's Diamond Standards
- Safeguarding, welfare and inclusion as a key priority
- A passionate, enthusiastic, committed and supportive Leadership Team at academy and Trust level that puts the child at the centre of school improvement
- A forward-thinking culture, which is committed to improvement through evidence-based research
- A listening and learning organisation where all staff are encouraged to be curious and share ideas for the Trust/academies/team to improve
- Hard working, committed and dedicated staff who strive to gain the best outcomes for all children across the Trust's academies
- Career enhancement opportunities within areas of interest as well as supporting ongoing professional development and training specific to job role
- Dedicated line manager to discuss work streams and capacity
- Standard teaching Pay and Conditions (Burgandy Book)
- Free access to the Trust's Wellbeing offer, which includes counselling, access to GP, Mindfulness and so much more
- Free parking
- Enrolment into the local government pension scheme

TVEd Staff Charter



Complimentary refreshments for staff



Free annual flu vaccination available for all staff upon request



Trust and academy deadlines are publicised well in advance



Sensible pragmatic approach to data collections



Dedicated planning, preparation and assessment (PPA) for all teaching staff



Wellbeing service free for all staff including counselling, life style support and medical referrals



Dedicated space for teaching and learning



Open door policy



A range of staff social, sports and fun sessions including team celebrations



Opportunities for professional development through excellent CPD support



Constructive and research based approach to drop ins and lesson observations within a learning community



Communication policy to protect time outside of the academy



On site parking



End of term team celebration events



Diamond Standards to celebrate all staff who have excelled in one if not all of the 5C's



Dedicated staff room and facilities



Always well informed with all elements of school life through regular communications



Staff are recognised for their over and above contribution they make in line with existing policies

About the Role

Role: Deputy Head Teacher
Status: Permanent
Required: September 2025 or Summer Term 2025 (if possible)
Hours: 32.5 hours
Salary: Brambles Primary Academy – L9-L13 - £60,643 - £66,918
Dormanstown Primary Academy - L9-L13 - £60,643 - £66,918
Pennyman Primary Academy – L11-L15 - £63,814 - £70,292
Reporting To: Head Teacher

About the roles we are looking to appoint:

Due to the successful promotion within the Trust of all previous post holders, the Trust is looking to appoint a Deputy Head Teacher for Standards and Curriculum in three of our academies: Brambles, Dormanstown and Pennyman. This unique opportunity means that as a Deputy Head Teacher you will play a pivotal role in contributing to educational standards, evolving our curriculum and working as part of a new strategic team across the Trust.

Tees Valley Education is an inclusive learning community that educates 1,243 pupils, from two-year-olds through to Secondary. Pennyman has a designated unit for children with complex physical and medical needs. Dormanstown has a unit that caters for children with complex communication/interaction and/or ASD. This places additional emphasis on the importance of adaptable and progressive teaching strategies. To address these diverse needs, the Deputy Head will collaborate with the Headteacher and other senior leaders to ensure that the curriculum remains inclusive, dynamic, and engaging for all students, regardless of their abilities or learning needs.

In terms of raising standards, the successful candidate will focus on improving the quality of teaching and learning by implementing best practices, supporting teachers through coaching and mentoring, and ensuring that assessment methods accurately reflect children's progress.

The curriculum development aspect of the role requires the Deputy Head to be innovative and forward-thinking. TVEd's curriculum is designed to be broad and balanced, ensuring that children not only achieve academic success but also develop the social, emotional, and physical skills they need for life beyond school. The Deputy Head will work with subject leaders in academy and across the Trust to constantly review and refine curriculum content, ensuring it is aligned with both national standards and the specific needs of the academy community. This includes adapting learning strategies to support children with special educational needs, as well as stretching more able pupils to achieve their full potential.

Furthermore, the Deputy Head will be instrumental in data-driven decision making at academy and Trust level, using assessment data to identify areas where children may be underperforming and developing interventions to address these gaps. A focus on continual professional development (CPD) is also key to this role, providing staff with the necessary tools and training to meet ambitious performance targets, and equipping them with the skills to deliver a curriculum that fosters deep learning and sustained improvement.

At the heart of this position is the Trusts commitment to raising aspirations and creating an environment where all pupils aspire to be their best. By promoting evidence-based strategies and ongoing reflection on teaching practices, the Deputy Head will not only raise educational outcomes but also contribute to the vision of the academy and the wider Tees Valley Education Trust, which places children's learning and well-being at the centre of all decision-making.

Job Description

Deputy Head Teacher with responsibility for standards and curriculum

Job Description

To play a major role, under the direction of the Headteacher and in conjunction with other members of senior staff, in implementing the vision, aims and objectives of the academy and Trust as well as establishing the policies and procedures through which they are achieved. Be responsible for standards and curriculum across the academy and for an area across the Trust. To undertake such duties as are delegated by the Headteacher. To work alongside the senior leadership team to proactively manage staff and resources. Take responsibility for promoting good behaviour within and across the schools. Carry out the duties of a school teacher and Deputy Headteacher as set out in the School Teachers' Pay and Conditions Document. The Deputy Headteacher for standards and curriculum will have delegated responsibilities which are both academy and Trust wide.

Strategic Direction and Development:

- Work in partnership with other academy leaders in managing the academy through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented effectively and in a timely manner
- To ensure the vision for the academy is clearly articulated, shared, understood and acted upon effectively by all
- Demonstrate the vision in your everyday work and practice
- Motivate and work with others to create a shared culture and positive learning climate
- Ensure that strategic planning takes account of the diversity and experience of the academy and community
- Take a leading role across the whole academy, in the light of new and emerging research, to enhance and extend the learning experience of pupils
- Be aware of current and proposed educational developments at an academy, Trust, local and national level and ensure the academy is prepared for these
- Set a high professional standard and support and challenge other staff to do the same
- Work proactively and strategically as a member of the academy and Trust
- Promote a culture of inclusion within the academy community where all views are valued and taken into account
- Be responsible for own and others' CPD within the academy and the Trust
- Manage staff (including performance management) and resources to fulfil the aims and objectives of the academy
- Review the status and progress of the academy through analysis of performance information, creating review and development plans (RAD) and overseeing their successful implementation, reporting to Trust governance meetings
- Model outstanding pedagogical and leadership practice as well as having an expert knowledge base of primary education
- Lead on assessment and data analysis across the academy in order to improve the outcomes for all groups of children
- Promote and protect the health and safety of children, staff and visitors to the academy
- Demonstrate consistent application of all school policies and provide an exemplar model of the application of policies in your practice where appropriate

Leading Standards and Curriculum:

- Research and lead creative and imaginative ways of anticipating and solving problems and identifying opportunities that will enhance the quality of education across the academy
- Demonstrate a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- Monitor, evaluate and review classroom practice throughout the academy and promote improvement
- Challenge underperformance at all levels and provide support to improve performance
- Support the academy priorities through monitoring activities, lesson observations, pupil dialogues and work scrutinises
- Work with other academy leaders to raise standards through staff performance appraisal and pupil progress meetings
- Be an excellent classroom practitioner, coaching, mentoring and leading learning where necessary
- Monitor the academy's performance data, sharing this with staff as appropriate and ensuring at least good rates of progress
- Lead on the production and analysis of academy data, identifying vulnerable learners and underperformance, and implementing effective strategies to raise attainment
- Play a leading role in the development and review of all aspects of the curriculum across the academy and Trust.

Leading and Managing Staff:

- Support the Headteacher and SLT to develop positive working relationships and sustain motivation, with and between all staff and the community
- On a day to day basis, provide guidance and leadership to ensure the highest possible standard of pupil care, record keeping and communication
- Take a role in managing pupil behaviour across the academy and consistently modelling and implementing the agreed policy for pupil behaviour
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Support the Headteacher in ensuring effective planning, allocation, support and evaluation of work is undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- Regularly review own practice, set personal targets and take responsibility for your own personal development
- Work with other leaders at academy and Trust level to develop an ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Work with other leaders developing appropriate programs of professional development for all staff including quality coaching and mentoring, in line with the RAD plan and performance management system, whilst enabling excellence and outstanding ability to flourish

Accountability:

- Attend Senior Leadership Team Meetings and Trust Challenge Boards when required to provide information and advice regarding your specific areas of responsibility
- Support in the development of, and present, a coherent, understandable and accurate account of the academy's performance to a range of audiences including trustees, parents and carers
- Reflect on personal contribution to academy achievements and take account of feedback from others
- Fulfil all commitments arising from contractual accountability

The job holder may be required to undertake additional duties as could be reasonably required in exceptional or emergency situations.

The job holder may be required to work across the academy group, including for Trust wide initiatives. The job holder may be required to undertake additional training e.g. first aid, Positive Handling.

Managing the Organisation:

- Help all staff to understand and fulfil their statutory responsibilities through observation, feedback, support and modelling
- Line manage and act as Performance Management reviewer for staff identified by the Head Teacher
- Support the Head teacher and SLT in developing and maintaining high morale and confidence amongst all staff and set an example of high professional standards and leadership
- Support the Head Teacher to ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all
- Communicate relevant information to all staff in a timely and organised manner
- Undertake other reasonable duties related to the day to day administration of the school as requested by the Head Teacher

Safeguarding requirements for the role:

Tees Valley Education Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

This post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared. The Trust's Recruitment of Ex-Offender policy can be requested or visit the Trust's website.

Person Specification

	AM	Essential	Desirable	No. (E,D)
Qualification				
Degree of relevant qualification and experience	A	*		E(1)
Qualified Teacher Status	A	*		E(2)
Evidence of further professional development	A,I,R	*		E(3)
Qualifications or experience in pedagogy and child development	A		*	D(1)
Experience of skills outside teaching	A,I,R		*	D(2)
Qualific Evidence of leadership development courses / or a willingness to undertake them	A,I		*	D(3)
Positive Handling trained or a willingness to undertake it.	A,I		*	D(4)
Experience				
An outstanding understanding of Assessment for Learning (AfL) and the impact it has on progress	A,I,R	*		E(4)
Sustained experience and or in depth knowledge of teaching in a range of year groups	A,I,R	*		E(5)
Experience of training, coaching and mentoring colleagues across school, Trust and/or LA	A,I,R	*		E(6)
Previous experience in a leadership role (preferably but not exclusive to a current AHT or DHT/HoA in a smaller school / academy)	A,I,R	*		E(7)
Evidence of developing, monitoring and evaluating a key aspect of academy provision including the identification of SEF and academy priorities.	A,I,R	*		E(8)
Provent track record of raising standards across academy	A,I,R	*		E(9)
Secure understanding of school wide data, data analysis and identification of priorities to support the academy further	A,I,R	*		E(10)
Experience of teaching and impact in benchmark years	A,I,R		*	D(5)
Creative approach to problem solving	A,I,R		*	D(6)

	AM	Essential	Desirable	No. (E,D)
Knowledge, Abilities and Skills				
A proven track record as an outstanding teacher.	A	*		E(11)
Ability to drive forward improvements.	A,I,R	*		E(12)
A sound understanding of data analysis systems which could include SIMS, data dashboard and FFT.	A,I,R	*		E(13)
An understanding of a variety of techniques for assessment for learning in order to impact positively on children's progress.	A,I,R	*		E(14)
Able to talk about characteristics of effective primary teaching and learning strategies used to raise pupil attainment and achievement.	A,I,R	*		E(15)
A broad understanding of the core curriculum and creative opportunities for cross curricular learning.	A,I,R	*		E(16)
A sound understanding of strategies to support all children's learning.	A,I,R	*		E(17)
Highly successful experience of leading and managing whole academy developments in a number of areas regarding teaching & learning and raising standards of attainment and achievement across the academy.	A,I,R	*		E(18)
An understanding of and working knowledge of the needs of children with SEND. A commitment/ interest in SEND is desirable however we have a strong effective leader and SEND colleagues who oversees the Unit provision and are experts in this field.	A,I,R		*	D(7)
Outstanding organisational skills with the ability to self-direct as well as work successfully within a team.	A,I,R	*		E(19)
Excellent behaviour management strategies.	I,R	*		E(20)
A commitment to further professional development.	A,I	*		E(21)
The ability to work productively and positively with a range of colleagues both internally and externally.	A,I,R	*		E(22)
Experience of conducting staff induction, mentoring and performance management.	A		*	D(8)
Excellent interpersonal skills. A team player.	I,R	*		E(23)
Flexible, personable and adaptable.	A,I,R	*		E(24)
Ability to inspire and motivate all children to learn and reach their full potential.	A,I,R	*		E(25)
Ability/willingness to contribute to the whole academy context (including INSET)	A,I,R	*		E(26)
Tenacity, enthusiasm and drive.	A,I,R	*		E(27)

	AM	Essential	Desirable	No. (E,D)
Leading and Managing Staff				
Leadership and management experience.	A,R	*		E(28)
Experience of planning for change, development and improvement.	I	*		E(29)
The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the academy community.	A,I	*		E(30)
Proven ability to set & meet challenging targets, for pupils and the academy, and to enable others to do this.	A,I,R	*		E(31)
Proven ability to analyse, prioritise and meet deadlines.	I,R	*		E(32)
Experience of whole academy self-review and evaluation.	I,R	*		E(33)
Able to demonstrate leadership qualities and people management skills.	A,I,R	*		E(34)
Able to motivate, promote good relationships and effectively communicate with all stake holders.	A,I,R	*		E(35)
Commitment to safeguarding and promoting the welfare of children.	A,I,R	*		E(36)
Work with other leaders to develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.	A,I,R	*		E(37)
Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn. Modelling practice, procedures and protocols.	A,I,R	*		E(38)

AM (Assessment Method) A - Application Form I - Interview R- Reference E - Essential D - Desirable

Important: In the first instance, applications are assessed against the criteria listed above, in addition to overall presentation, use of standard English and grammatical accuracy. Where applications do not meet the expected standard, they will be rejected before being matched to the person specification.

How to Apply

Notice

Please specify on your application which academy/academies you would like to be considered for.

Applications are invited from prospective candidates who demonstrate that they are able to meet the essential criteria set out in the person specification and who have the vision, values and tenacity to join an outstanding team and help continue the journey towards excellence.

An application form is attached below. Application packs can be downloaded or printed directly from the Trust website www.teesvalleyeducation.co.uk or requested from the Academy. Only applications on the Trust's official application form will be accepted. Please do not submit a CV as substitute for part or full application form, the information will not be accepted or considered.

If you are submitting your completed application form by e-mail to lucy.simpson@tved.org.uk - please be aware that the academy cannot be responsible for any formatting anomalies when printing. If you are unable to submit an electronic application form, hand written or electronic printed copies should be posted or hand delivered to the following address for the attention of **Lucy Simpson**.

Tees Valley Education

Pennyman Primary Academy
Fulbeck Road
Netherfields
Middlesbrough
TS3 0QS

Conditional offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check
- Verification of professional status such as e.g. QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

Shortlisting Process

After the closing date, shortlisting will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

Shortlisted candidates will receive:

- Letter confirming interview details
- Details of original ID documentation is required to confirm candidates. Photocopies or certified copies are not accepted
- Criminal Record Self-Declaration Form, which must be brought on the day of the interview in the sealed envelope provided

References for successful Candidate/s

We may seek references for shortlisted candidate/s, we may also approach previous employers for information to verify particular experience or qualifications before the interview. Finally, we may also undertake a social media search in accordance with Keeping Children Safe in Education guidance. Any relevant issues arising from references will be taken up post interview.

Interview Process

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours

Attitudes to use of authority and maintaining discipline

Equalities Information and Objective Statement:

As an academy we ensure that our vision, values and ethos meet the expectations of the equality and diversity guidelines and legislation set out by the Equality and Human Rights Commission. This includes the following 9 protected characteristics:

Age, Disability, Gender Reassignment, Marriage and Civil Partnerships, Pregnancy and Maternity, Race, Religion or belief, Sex, Sexual Orientation

Objectives Statement:

- 1.To support children's sensory, academic and communication skills to enable them to develop holistically.
- 2.To ensure high expectations across all aspects of the academy (as outlined in objective 1) to ensure children make the best progress according to their individual starting points.
- 3.To continue to monitor attendance of all groups of children in the academy.
- 4.To review levels of parental and pupil engagement in learning and academy life, across all activities and ensure equality and fairness in access and engagement.
- 5.To ensure the academy environment is as accessible as possible to pupils, staff and visitors.

Book a Visit

At this level there is an expectation that candidates will visit the academy or academies they apply for. Visits can be arranged by contacting PA to the CEO Lucy Simpson at lucy.simpson@tved.org.uk or phoning 01642 221156.

For further information a conversation can also be arranged with Katrina Morley, CEO of the Trust. Please contact Lucy Simpson if you wish to arrange this.

Please see the relevant lists below and contact Lucy Simpson to arrange visiting times on one of the following sessions:

Brambles	Dormanstown	Pennyman
16/01/2025 1:00pm Onwards	17/01/2025 1:00pm Onwards	16/01/2025 3:30pm
22/01/2025 1:00pm Onwards	23/01/2025 9:00 - 12:00	17/01/2025 1:30pm
23/01/2025 3:30pm	24/01/2025 9:00am and 2:00pm	20/01/2025 1:30pm
28/01/2025 1:00pm Onwards	28/01/2025 4:00pm	27/01/2025 9:30pm
29/01/2025 1:00pm Onwards	29/01/2025 2:00pm Onwards	
30/01/2025 3:30pm		

Recruitment Timetable	
Closing date	Friday 31st January 2025 12.00 noon
Shortlisting Date	Friday 31st January 2025
Interview Date	Monday 10th February 2025/Tuesday 11th February 2025
Contract start Date	September 2025 or Summer Term 2025 (If Possible)



TEES VALLEY
EDUCATION
www.teesvalleyeducation.co.uk
