



Olive Academies

Deputy Headteacher

OA-Tunbridge Wells

- £67,898- £75,049
- Teachers' Pension Scheme
- OA benefits package

To arrange an informal discussion or to visit the academy, please phone 01892 519841

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Olive Academies is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. To this end, both an Enhanced Disclosure and Barring Service check and a Barred List check are required for this role. We particularly welcome applications from under-represented groups.

About OA–Tunbridge Wells

Based in the Kent borough of Tunbridge Wells, our academy specialises in alternative provision and special educational needs, supporting up to 50 pupils for whom traditional teaching methods have not worked. Students join us following permanent exclusion from a mainstream school or due to medical needs, or social, emotional and mental health needs, that prevent them from attending a mainstream setting.

Our mission is to provide our pupils with creative, nurturing and inspiring opportunities which re-engage them in learning. By providing a safe and engaging environment, we endeavour to remove barriers and promote the opportunity for students to excel and reach their full potential. We provide a broad and ambitious curriculum, catered to the needs of each individual, delivering the knowledge and skills that our pupils need to succeed in education and beyond. The fundamental principles of our curriculum are:

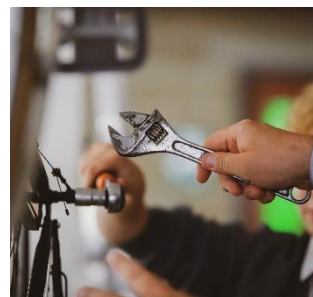
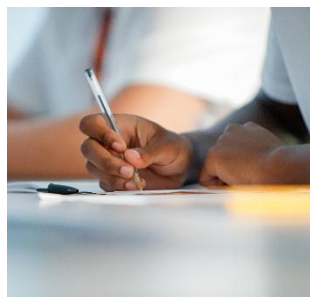
- Giving students real-world experiences.
- Creating a pathway to post 16 education, employment or training.
- Delivering outstanding learning and teaching.
- Offering rigorous and high-quality critique and feedback of students' work.
- Developing dynamic leadership – including staff and student leadership.
- Maintaining a culture of respect.

Working in alternative provision can be challenging but with it comes great rewards. This is your chance to improve the education, and lives, of some of the most vulnerable children and young people in London.

If you have the experience and enthusiasm to make a lasting difference to the students we support, we would love to hear from you.

Thank you for your interest.

Tony Machin
Executive Headteacher
OA-Tunbridge Wells



"Olive Academies is far removed from any mainstream setting. It allows for a **contemporary approach** to teaching and **supporting the individual** and diverse needs of young people. "

"I like the fact that **leaders are open-minded** and always **happy to listen.**"

"Working at Olive Academies is such a **rewarding opportunity**, supporting students with complex needs and **making a difference** in their lives where lots of people have given up on them."

"This is such a **special and unique** place to work."

"I love the **flexibility** that comes with working here. You can **tailor the curriculum** to suit the needs of each student. The young people we support experience many obstacles in their life and it is such a good feeling seeing students overcome these to **succeed in their learning.**"

Job description

Core purpose

The Deputy Headteacher shall carry out the professional duties as described in the School Teachers Pay and Conditions Document. They will deputise for the Head of Academy, stepping into the Head of Academy's role and responsibilities as necessary.

The Deputy Headteacher will work collegiately, as a key part of the senior leadership team under the direction of the Head of Academy to support, challenge and influence the key stakeholders to realise the strategic vision of OA-Tunbridge Wells.

The Deputy Headteacher will ensure that the strategic vision for their areas of responsibility and beyond are a reality at OA-Tunbridge Wells.

They will work with, and line manage, the middle leadership and direct their work within the academy. The Deputy Headteacher will have specific responsibilities and line management but will work flexibly as the needs of the academy emerge and develop.

Qualities and knowledge

- Work with the leadership team to develop the shared vision and strategic plan for their areas of responsibility.
- Write and implement coherent action plans around their area of responsibility.
- Articulate both strategic vision and operational needs with conviction and clarity, so that the academy leadership team, staff and students understand the direction of school improvement.
- Sustain a current knowledge of developments in strategy, thinking and practice in their key areas.
- Take responsibility for their own professional development by actively engaging with and seeking opportunities for learning and development.
- Plan strategically the steps needed in their areas on OA-Tunbridge Wells's journey to Outstanding.
- Plan, implement, monitor and evaluate the impact of work within the key responsibilities.
- Articulate the academy's strategic development plan with clarity and conviction to outside audiences such as the Progress Board, LA representatives, DfE and Ofsted.
- Maintain documents which track and evaluate progress.

Students and staff

- Work with the leadership team and staff to ensure the successful implementation of the Academy Improvement Plan.
- Demonstrate effective leadership, coaching teachers and learning mentors to engender best practice.
- Line manage staff providing them with support and challenge to instil a strong sense of accountability.
- Demand ambitious standards for OA-Tunbridge Wells's students to positively improve their life chances.
- Model creativity, integrity and resilience, with a mindful view of their own wellbeing and that of those around them.

Systems and processes

- Be accountable for promoting and safeguarding students' welfare and personal development as part of a departmental and academy approach.
- Attend all senior leadership team meetings with prepared and planned details relating to previously agreed actions and responsibilities.
- Ensure that all students have personal support plans in place (learner profiles and safety plans).
- Review the progress of all students in line with induction starting points.
- Ensure that attendance policy and protocols are robustly adhered to by all staff and specifically admin staff.
- Liaise with external partners for careers and the benchmarking of Gatsby benchmarks.
- Meet and manage the inclusion team daily and at regular agreed times so that daily behaviours are monitored, actioned and further plans established.
- Meet and manage the outdoor learning lead so that activities are planned, risk assessed and tracking documents are completed.
- Model effective leadership of key teams where appropriate and monitoring the performance of these teams.

Leading school improvement

- Always strive to present the shared vision and values of the OA-Tunbridge Wells senior leadership team to establish the principles of the team.
- Forge links with mainstream Tunbridge Wells schools, trust leads and the local authority with a view to sharing best practice and finding CPD opportunities for OA-Tunbridge Wells staff.
- Champion best practice in their given area and create opportunities for Olive Academies to work with other schools and organisations.
- Inspire, challenge, motivate and empower others to attain ambitious outcomes.

Note: The duties above are neither exclusive nor exhaustive and the post holder may be required by the head of academy to carry out appropriate duties within the context of the job, skills and grade.

Person specification

Measurements: A = Application, I = Interview, R = Reference, T = Task

Qualifications and training

First degree or equivalent	A	Essential
DfE recognised Qualified Teacher status or Qualified Teacher Learning and Skills status	A	Essential
Evidence of participation in recent and continuing professional development relevant to a strategic leadership post	A	Essential
A relevant post-graduate qualification in education management	A	Desirable

Experience

Significant recent and relevant experience as an assistant headteacher or deputy headteacher	A	Essential
Successful implementation of a strategic vision for the development of a learning environment suited to pupils demonstrating a range of needs	A, I, T	Essential
Successful and proven track record of leading a whole school area with a demonstrable impact on school improvement	A, I	Essential
A minimum of 5 years of middle or senior leadership experience relevant to the challenges of the post	A, I, R	Essential
Evidence of successful use of monitoring and evaluation strategies to raise standards across an academy	A, I, R	Essential
Experience of analysing and interpreting assessment data to ensure effective pupil progress, raise standards and achieve outstanding pupil outcomes	A, I, T	Essential
Evidence of managing, planning, and organising major curriculum areas and driving innovations in teaching and learning	A, I	Essential
Experience of successfully managing negative and challenging behaviour and helping young people to grow in confidence with a positive vision for the future	A, I	Essential
Experience of leadership of inclusion that has successfully met the needs of pupils with complex special educational, social and emotional needs	A, I	Essential

Knowledge

Knowledge of the features that constitute an outstanding alternative provision academy	A, I	Essential
An understanding of the behaviours and qualities of a leader who successfully drives cultural change within an organisation	A, I	Essential
Good understanding of the processes that underpin strategic and operational planning, data collection and analysis, and academy self-evaluation	A, I	Essential
An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD	A, I, T	Essential
Up-to-date knowledge of specialised curriculum for children with SEMH	A, I, T	Essential
An understanding of disadvantage and difficult settings	A, I, T	Essential
Wide knowledge of teaching, learning and assessment strategies and an openness to new and/or innovative ideas that effectively promote outstanding learning and pupil progression	A, I, T	Essential
Good understanding of safeguarding procedures in the context of the education of vulnerable pupils and the measures that need to be in place to ensure pupil safety and wellbeing in an alternative provision setting	A, I, T	Essential

Skills and abilities

Able to lead and inspire staff to continually improve their own practice, informed by a detailed understanding of what constitutes outstanding teaching and learning	A, I	Essential
A track record of being a good and outstanding classroom practitioner with the ability to model teaching and learning strategies for pupils across the academy	A, I, R	Essential
Able to communicate effectively in order to drive a shared vision and ethos across a school so that it impacts on day-to-day practice	A, I	Essential

Personal aptitude

Personal and professional resilience in the face of challenging situations	A, I, R	Essential
Strong personal motivation and drive	I, R	Essential
Self-motivated, productive, diligent and thorough	A, I, T	Essential
Demonstrates emotional self-awareness and self-control	A, I, T	Essential
Relentless energy and passion in pursuit of the vision, working collaboratively with colleagues to achieve the common goals	A, I, T	Essential
Commitment to an open, collaborative style of management	I	Essential
A good team member and leader with sensitivity and understanding of when to lead, listen, motivate and delegate	A, I	Essential
Desires to fill the role of lead professional in developing classroom practice	I, R	Essential
Commitment to own personal and professional development and that of colleagues	A, I	Essential
Convinced of the transformative nature of excellent education	A, I, T	Essential
Has empathy with the needs of children, especially the vulnerable and those from disadvantaged backgrounds	A, I, T	Essential
A genuine enthusiasm for building the self-confidence and resilience of children and young people who have disengaged from a mainstream education	I	Essential
Able to maintain appropriate relationships and personal boundaries with staff and young people	I, R	Essential
A commitment to the safeguarding of vulnerable young people	I	Essential
A commitment to projecting the trust in a positive way and establish it at the heart of its communities	I	Essential
A commitment to the vision, values, aims and objectives of Olive Academies Trust	A, I	Essential



Transform young lives with Olive Academies Trust

Thank you for your interest in working with Olive Academies.
We look forward to receiving your application.

[Find out more and apply.](#)

   oliveacademies.co.uk