



Deputy Director of Education Recruitment Pack

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Introduction



Founded in 2012, REAch2 Academy Trust is the largest primary-only academy trust in the country. Originating from successful school improvement and partnership work in Waltham Forest in East London, REAch2 now supports 60 primary academies across England and has plans for further growth. REAch2 was established with the explicit intention of working in some of the most challenging parts of the country. This focus remains and many REAch2 schools are in areas of deprivation – in cities, towns or in coastal areas.

The Trust is the cornerstone to our schools; a strong, responsible foundation from which every school develops, grows and flourishes. As a Trust we are committed to creating an inclusive culture where diversity and individuality are celebrated. Our culture strongly reflects our Touchstones—seven principles which make our academies unique: Learning, Leadership, Enjoyment, Inclusion, Inspiration, Responsibility and Integrity.

REAch2 is entering a new phase in its journey, and we are building on strong foundations. Only 17% of schools were rated as Good or Outstanding before they joined the Trust. Today this stands at 95% and we are proud of what we have achieved. In 2024, we achieved key stage 2 outcomes in line with national for the first time ever and we are determined to achieve well above and beyond this in the future.

In 2019 we introduced a cluster model, where schools were grouped geographically to facilitate increased collaboration. Each cluster is led and managed by a Deputy Director of Education. This ensures we have the necessary capacity and expertise to sustain and develop strong performance across our schools. The Deputy Directors of Education directly line manage each of the Headteachers and provide a range of support and challenge. The Deputy Directors of Education also work strategically as a group to ensure equity and consistency in the offer for all clusters whilst also ensuring school improvement work reflects the local context and specific needs of each cluster.

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Introduction (cont.)



We now seek a new Deputy Director of Education to lead one of these clusters and ensure REAch2 delivers the best educational outcomes and exceptional opportunities for the children we serve. They will promote excellence and innovation within and beyond their cluster, to continue to improve our schools and remove barriers that inhibit access to equal educational opportunities. They will lead the way in creating an inclusive environment and ensure that all schools have effective leadership.

The successful candidate will have a proven track record of school improvement, including impact beyond their own school. They will bring a strong knowledge of pedagogy and best practice for primary education and the demonstrable ability to develop and articulate what effective school improvement at scale looks like. The successful candidate will have a clear understanding of the challenges for education, especially where there is social disadvantage, and be a confident communicator able to build effective relationships with a range of stakeholders.



Letter from Cathie Paine – CEO



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 for its track record in raising standards and achieving 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 a small number of schools that require significant improvement through to a growing number of 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 their own unique character, whilst also ensuring a strong identity within REAch2 and an ethos of support and collaboration across our schools.

Employees 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 innovation and collaboration, 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.

Cathie Paine
Chief Executive, REAch2 Academy Trust

Letter from Andrew Rigby – National Director of Education



Dear Candidate

This is a hugely exciting time for our Trust, and we very much look forward to receiving applications from talented leaders who want to join us on our journey.

We have recently undergone a period of change with a real focus on what it means to be a leader of a school within a large Trust. This means that whilst schools are rightly committed and determined to achieve the best possible outcomes for their own pupils, there is also a real sense of shared responsibility towards how we work collaboratively across the Trust within a 'learning community' for the benefit of all children.

We recently published the first iteration of our Great Schools Strategy. This supports us to both define our ambitious vision for 'great' schools as well as shape our approach to supporting schools to achieve this over time. We are determined that children in every REAch2 school should achieve above and beyond what is typical nationally, through a broad, rich and well-designed curriculum. They should also experience exceptional opportunities for learning, including experiences beyond the curriculum that provide cultural capital and which would not typically be experienced elsewhere.

As a Deputy Director of Education, you would be a member of the Senior Education Team within our Trust. We are looking for someone with the talent to inspire and support school leaders by leading a cluster of schools (usually between 6-10 schools). You would be responsible for line-managing headteachers, leading school improvement, managing risk, engaging with stakeholders, and ensuring each school is supported to be the very best it can be. You would also contribute to developing and supporting the implementation of national strategies across the Trust.

We are looking for people who understand that school improvement is not a spectator sport! We want people who are deeply invested in the journey that our schools are on, to support leaders and to achieve the very best for children. You will need to have the right experience, skillset, and mindset to be a highly credible systems leader as well as a sense of fun and enjoyment in how you go about working within a team to support and improve children's life chances.

If you believe you have the experience and skills to be an effective leader in this context, then we warmly look forward to receiving your application.

All the best

Andrew Rigby
National Director of Education

What is a Great School?



In deciding what a 'great school' looks like in this Trust, we have asked ourselves the simple question: what are our aspirations for all children? Our understanding of a 'great school' within the Trust has not been created as a new measure of effectiveness (we already have plenty of those). It is the expression of what we believe to be important for all our schools and children. It reflects the aspirations that all schools are working towards, regardless of where they are currently in their journey.

This description is not intended to be exhaustive, but by describing the guiding principles and core components, we can articulate what drives our 'great schools' strategy and what has informed the thinking both now and in the future.

A 'great school' is always aiming higher, committed to continually improving itself and others, and has children and families at the heart of everything it does.

'Great schools' understand the distinctiveness of their own community and have a clear vision of how it will improve children's life chances in this context. This is reflected in a highly effective curriculum that exceeds statutory requirements and promotes a love of learning. They also have strong parental engagement and community support and can demonstrate a meaningful and impactful contribution to the community.

'Great schools' have great teachers and staff supporting children. Within 'great schools', leaders are clear about how they improve and sustain high-quality teaching. They are clear about what they do so that when new teachers and staff join the school, they become highly effective as quickly as possible.

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What is a Great School? (cont.)



Leaders in 'great schools' are aspirational to be 'better than good'. They do not just settle for a 'good' OFSTED judgment as their ultimate goal, because their deeper motivation is to simply do the best for children. They are committed to achieving the highest possible outcomes over time and are successful in ensuring children experience a consistently high-quality education. This includes a commitment to developing and deepening consistent high-quality pedagogy and practice in essential areas, such as reading, adaptive teaching and 11 before 11.

'Great schools' aspire to achieve exceptionality in key aspects of practice and are willing to share this with other schools. They are committed to collaboration and mutual improvement with other schools, sharing the best that they have and learning from others, within a community of schools and learners. Our 'great schools' will be schools that make a difference because they recognise that they are genuinely stronger together than apart.

'Great schools' have a strong culture of safeguarding and have consistently effective safeguarding practice. They are schools where pupil voice is strong and makes a visible contribution to school life, with pupils feeling responsible and empowered as members of the school community. Children love coming to school!



REAch2 Summary

2023/24



20,845

Number of children



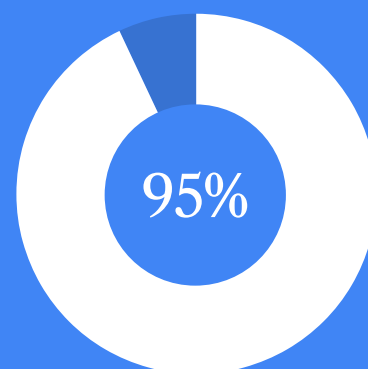
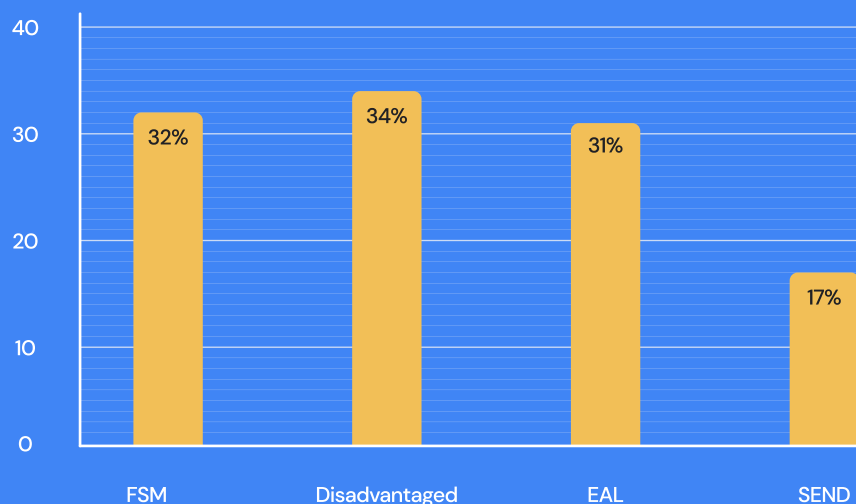
3000+

Staff



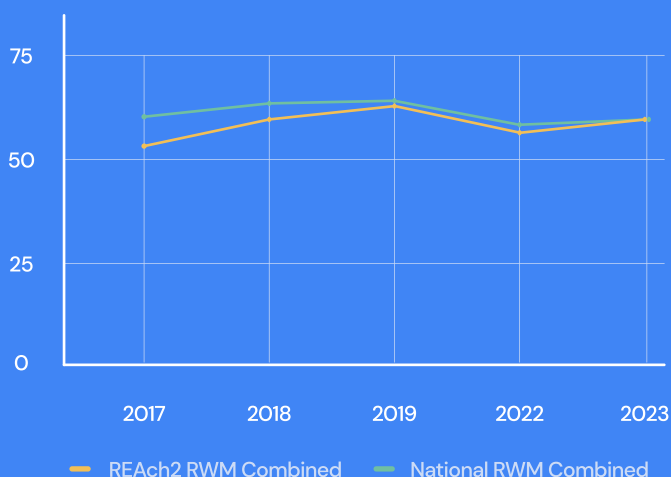
62

Schools and counting

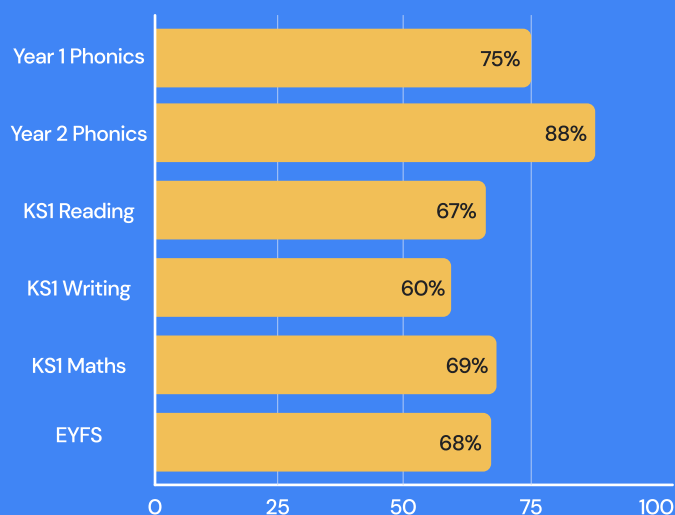


% of schools good or better rated by Ofsted:

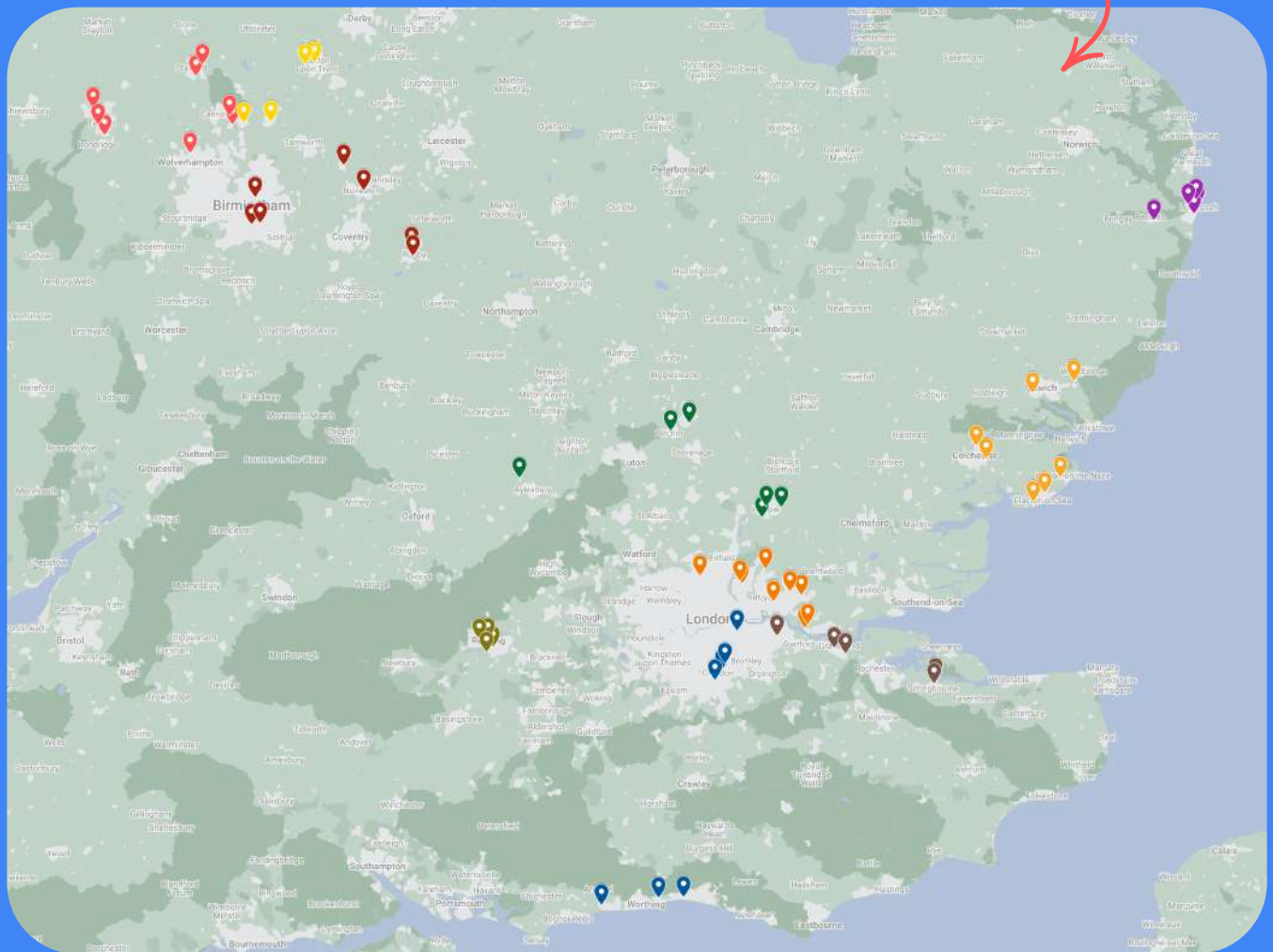
Year 6 RWM combined data



2023 KS1 and EYFS Results



REAch2 Cluster Map



Cluster 1

- Apley Wood Primary Academy
- Aqueduct Primary Academy
- Norton Canes Primary Academy
- Heath Hayes Primary Academy
- Silkmore Primary Academy
- Veritas Primary Academy
- Lawley Village Academy
- Bushbury Lane Academy

Cluster 2

- Scientia Academy
- Springhill Primary Academy
- Five Spires Academy
- Henhurst Ridge Primary Academy

Cluster 3

- Riverside Academy
- Oakfield Primary Academy
- Racemeadow Primary Academy
- Moor Green Primary Academy
- Manor Park Primary Academy
- Springfield Primary Academy
- Lower Farm Academy

Cluster 4

- Garden City Academy
- Wilshire-Dacre Junior Academy
- Water Lane Primary Academy
- Pemberley Academy
- Newhall Primary Academy
- Green Ridge Primary Academy

Cluster 5

- St Margaret's Primary Academy
- Northfield St Nicholas Primary Academy
- Beccles Primary Academy
- Phoenix St Peter Academy
- Gunton Primary Academy
- The Limes Primary Academy

Cluster 6

- Kirby Primary Academy
- Burrsville Infant Academy
- Unity Primary Academy
- Sprites Primary Academy
- Martlesham Primary Academy
- Camulos Academy
- Sir Martin Frobisher Academy

Cluster 7

- Robert Fitzroy Academy
- Aerodrome Academy
- St Marks CoE Primary Academy
- Tidemill Academy
- Eastbrook Primary Academy
- White Meadows Primary Academy
- The Globe Primary Academy

Cluster 8

- Kemsley Primary Academy
- Milton Court Primary Academy
- Copperfield Academy
- Tymberwood Academy
- Brampton Primary Academy

Cluster 9

- The Palmer Academy
- Civitas Academy
- Ranikhet Primary Academy
- Green Park Village Academy

Cluster 10

- Summerside Primary Academy
- The Woodside Academy
- Chapel End Junior Academy
- Chigwell Primary Academy
- Langtons Junior Academy
- Dorothy Barley Junior Academy
- Concordia Academy
- Purfleet Primary Academy

www.reach2.org

REAch2
ACADEMY TRUST

REAch2 Touchstones



Inspiration

Feeling the power of the possible.



Integrity

Being courageously true to our purpose.



Learning

Creating exceptional opportunities for learning.



Leadership

Finding the leader in all of us.



Responsibility

Unwavering commitment to seeing things through.



Enjoyment

Loving what we do.



Inclusion

Realising the greatness in our difference

Job Description

Post:	Deputy Director of Education	Application deadline:	5th April 2024
Salary:	£85,131 – £109,128	Interviews	23rd & 25th April 2024
FTE:	Full-time	Start date:	September 2024
Responsible to:	National Director of Education		

Core Purpose

The Deputy Director of Education shall be accountable to the National Director of Education for leading a cluster of schools, realising and contributing to the overall strategic educational direction of the Trust. They will ensure the communication of its vision to staff in the academies, within a defined cluster of schools in the Trust to secure their educational success through high standards of teaching and learning and improvements.

Through inspirational leadership and strategic oversight of school performance they will create a culture of high levels of professional standards, assessments, monitoring and improvements to secure the highest possible achievement for all pupils in every aspect of the academies' provision.

The Deputy Director of Education will deliver the Trust's operational and educational strategies and shall be responsible for the robust support and monitoring of schools within a defined cluster of schools, as well as providing support beyond their cluster and contributing to national strategies where needed.

Key Duties:

- As a member of the Senior Education Team to contribute to and support actively the development of effective school improvement strategies.
- To line-manage Headteachers, typically within a cluster of schools.
- To support the aims of the Great Schools strategy as well as contribute to the delivery of the strategy.
- To support, actively promote and contribute to delivering the four Trust priority areas: Great Schools; Social Justice; Sustainability; and Digital Transformation
- Ensure that all schools within the cluster are well prepared for Ofsted inspection and are self-evaluating accurately.
- To support schools through Ofsted inspections.
- To support and challenge local governance by brokering strong professional relationships with Local Governing Bodies
- Ensure Headteachers are following due process in order to ensure organisational effectiveness.
- To implement Trust approaches to supporting schools to raise standards, including focused reviews and pupil progress meetings. To support and challenging outcomes and strategies to raise attainment and set projections in key year groups.

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Key Duties (cont.):

- To use the Trust's self-evaluation RAG system to ensure there is an accurate and evidence based oversight of the strengths and weaknesses of each school
- Verifying the accuracy of school self-evaluation and the consequent focus and relevance of school development planning.
- Visit every school in their cluster routinely to build relationships, monitor school improvement and verify school self-evaluation.
- Visit and support schools and leaders beyond their cluster where required to do so.
- Monitor and support Headteacher wellbeing (and any associated absences).
- Lead on strategic school improvement in the cluster, including developing mutually beneficial support and partnerships between schools.
- Monitor and review each school's outcomes and key data, including for attendance and exclusion, intervening where appropriate to support school effectiveness.
- Write an annual Development plan for the cluster focusing on key strategic priorities in the context of the Trust's Key Performance Indicators.
- Organise half termly Cluster Leadership Team meeting to support effective communication, strategic support and build collaboration.
- To support the work of the SCITT, including supporting schools to provide school based training and ensuring trainee teachers are well supported in schools
- Through strategic mapping and planning, facilitating a strong pipeline of teachers from ITT through to employment in partnership schools
- Lead on the calendar for joint extra-curricular events, including 11 before 11
- To be a Member of the Senior Education Team , pro-actively developing, contributing to and supporting improved ways of working and Trust-wide strategy.

Safeguarding Statement

REACH2 is committed to safeguarding and promoting the welfare of children and young people and expects all adults working in or with our schools to share this commitment.

Enclosed in our application pack is a copy of our safer recruitment policy, which outlines the steps we take to ensure that we attract the most suitable, high calibre candidates, and to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

We encourage all potential candidates to read this policy carefully in order to fully understand what is expected of you in our recruitment process. All roles will be assessed for the appropriate level of DBS check, which will include a Children's Barred List check if the role meets the criteria for regulated activity.

Person Specification

Attributes	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> • Right to Work in the UK • Undergraduate degree • Qualified teacher status • A continued commitment to own professional development • Experience of successfully leading a school to a good or better inspection outcomes • Experience of leading a school achieving and sustaining strong outcomes, typically above the national average, including at the end of key stage 2 • Experience of leadership and having impact beyond your own school • Detailed and up-to-date knowledge of educational research, primary pedagogy, national policy, classroom management strategies, inspection procedures and statutory requirements • Knowledge of child-safeguarding issues and successful use of measures that promote and ensure the safeguarding of children • Proven track record of building effective partnership and inter agency working, which is collaborative and influential in supporting the achievement of strategic objectives • An understanding of how to effectively manage change across an organization and experience of having successfully done so 	<ul style="list-style-type: none"> • Ofsted training • Proven ability of proactively influencing, leading and delivering major cultural and organisational change in a complex environment.
Leading strategically		
Knowledge and understanding of	<ul style="list-style-type: none"> • Models of effective leadership and organisational structures • New technologies and their potential impact. • Strategic planning processes, tools and techniques • Ways of achieving stakeholder and community engagement • Leading change, creativity and innovation • Educational research and best practice, including the work of the EEF • An understanding of the role of governors in improving schools • Knowledge of Ofsted/DFE accountability frameworks 	<ul style="list-style-type: none"> • An understanding of the role of governance in large academy Trusts

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Person Specification (cont.)

Leading strategically		
Skills	<ul style="list-style-type: none"> • To be able to accurately evaluate the school's effectiveness • Think strategically, analytically and creatively • Build capacity and achieve sustainability • Deal with complexity and uncertainty, working with agility to deal with multiple and simultaneous challenges • Have a vision clearly aligned to REAch2s strategic plan and communicate clear purpose and sense of direction. • Anticipate, lead and manage change • Inspire, challenge, motivate and empower others to attain challenging outcomes • Celebrate achievement and acknowledge excellence • Model the vision and values of the Trust and its "touchstones" • Work strategically with Trust senior leaders and with the Governance structure • Evidence of collaborative and inspirational leadership skills. • Demonstrate enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and to raising standards • Use evidence and research to support and challenge practice. 	

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Person Specification (cont.)

Leading strategically		
Personal Attributes	<ul style="list-style-type: none"> • The ability to describe reality without laying blame. • The courage to have difficult conversations, where doing so is in the best interests of children • Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children • Demonstrate personal and professional integrity, including modelling values and vision in the context of the REAch2 "Touchstones" • Passionately committed to safeguarding and the welfare and wellbeing of children and young people • To work hard and remain fully committed, even when under pressure, always acting with consideration for yourself and others. • Forgiving and committed to healthy inclusive relationships (strong interpersonal & diplomatic skills) • To communicate clear and high expectations, whilst also being emotionally resilient, patient and persevering with challenges in supporting others to be their very best. • To be hopeful, honest and always act with integrity • Be a team player by serving others and show humility • Able to keep a sense of proportion by acting with self-control. • Flexible with a capacity for hard work • Significant personal presence; enjoys being highly visible and meeting with a range of audiences • A strong sense of accountability for the effectiveness of schools • Determination to secure the sustained improvement of the cluster's Academies • A sense of humour 	

Benefits



Pension Scheme: Our pension scheme ensures that you can plan for a secure financial future. All employees can be part of either the Teacher's Pension Scheme or a Local Government Average Salary (LGPS) pension scheme – benefits include life cover, lower tax, survivor benefits, and ill health cover.



Wesleyan Financial Advice: Wesleyan provides expert financial advice tailored to your needs. Whether it's retirement planning, investments, or insurance, their advisors are here to guide you toward financial success.



Perks at Work: Enjoy exclusive discounts and offers through our Perks at Work program. From shopping to entertainment, you'll find great deals on everyday expenses.



Sync – Apple Discount: As part of our partnership with SYNC you can take advantage of discounts on Apple products. Stay connected with the latest technology while saving money.



Vodafone Advantage: Stay connected with discounted mobile plans from Vodafone. Enjoy reliable service and cost savings on your phone and data usage.



Cycle to Work Scheme: Commute sustainably and improve your health with our Cycle to Work Scheme. Get a tax-free bike and cycling accessories to make your journey more enjoyable.



Generous Holiday Allowance: We believe in work-life balance. Our generous holiday allowance ensures you have time to recharge and spend quality moments with loved ones.



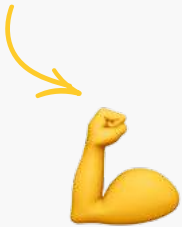
Coaching & Mentoring: Develop your skills and career with personalised coaching and mentoring. Our experienced professionals will support your growth and professional development.



Relocation Packages: If you're relocating for work, we offer relocation packages of up-to £8,000 to ease the transition. From moving expenses to settling into a new area, we've got you covered.

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Benefits



Flexible Working: Achieve a better work-life balance with flexible working arrangements. Whether it's remote work or adjusted hours, we value your well-being.

Expenses & Travel Costs: We reimburse reasonable work-related expenses and travel costs. Focus on your job without worrying about out-of-pocket expenses.

Reach Teach CPD/ITT: Enhance your teaching skills through our Continuing Professional Development (CPD) program. Stay up-to-date with the latest educational practices and develop your teaching career with our innovative Initial Teacher Training, Early Careers Teacher and National Professional Qualification programmes.

Free Eye Test with Specsavers: Your eye health matters. Take advantage of a free eye test at Specsavers to ensure optimal vision and eye care.

Staff Networks Well-being Champions/Mental Health First Aiders: Our well-being champions and mental health first aiders are here to support you. Connect with colleagues who understand and promote well-being within our organization.

Employee Assistance Programme: Access confidential counselling and support services through our Employee Assistance Programme. We care about your mental and emotional well-being.

Dell Advantage: Get discounts on Dell products for both work and personal use. Upgrade your technology with Dell's reliable devices.

Discounts for Teachers: As an educator, enjoy special discounts on various products and services through the Discounts for Teachers platform.

