



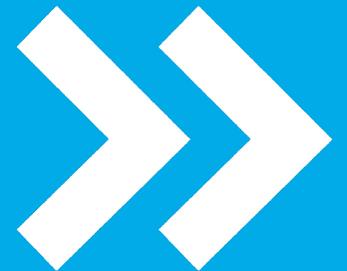
**EAST
SUSSEX
ACADEMY**



**LONDON
SOUTH EAST
ACADEMIES
TRUST**



Deputy Headteacher – Secondary – Candidate Pack



Location: East Sussex, Hastings • **Start date:** September 2026 • **Salary:** L14-L18 (£71,300-£78,702)

Welcome letter from our Deputy CEO

Dear Candidate

London South East Academies Trust is proud to be the new provider of Alternative Provision in East Sussex. Having recently opened in September 2025, East Sussex Academy joins our Trust on an exciting journey of systemic improvement and transformation.

Our aim is to ensure that every single child and young person gets the support they need to progress and reach their full potential. We achieve this by providing high quality education, raising aspirations and having the very highest expectations of staff, pupils and their families.

We are looking for a passionate, talented and ambitious Deputy Headteacher (Secondary) for East Sussex Academy who is keen to be part of a Senior Leadership Team taking on a challenge leading East Sussex Academy on a journey of rapid improvement. If you are looking for a new opportunity and have the drive to effect real change, then we'd love to hear from you.

This is a unique opportunity to be involved with a whole system transformation and be part of an inspirational and ambitious Senior Leadership Team undertaking the significant challenge of improving and strengthening Alternative Provision across the whole region.

We encourage innovation and different ways of doing things. We are research and evidence based, keen to draw on new pedagogies and cutting-edge technology to ensure we can deliver the very best teaching and learning for our pupils. The successfully appointed Deputy Headteacher will be supported by the Academy's Senior Leadership Team as well as the Trust's wider community of dedicated, talented professionals committed to educational excellence and innovation, including our Director of Quality Assurance and Deputy CEO.

London South East Academies Trust offers a competitive salary and exceptional benefits. As part of a successful multi-academy trust with schools across London, Kent, East Sussex and Surrey, we also provide excellent CPD including SEND, behaviour, attendance, teaching and learning and NPQ programmes. Our culture is one of collaboration and continuous learning.

Our systems-leadership approach focuses on the sharing of best practice at all levels, ensuring you will be well-supported by experts in other schools within the Trust, as well as having the opportunity to share your own skills and expertise.

As Deputy Headteacher leading the Hastings provision, you will be ambitious, with a deep aspiration to drive and sustain improvement and share our Trust vision to improve lives through the power of learning.

This position welcomes experienced Assistant Headteachers as well as those ready to progress with Senior Leadership experience from either a mainstream or specialist education background with exceptional Teaching and Learning skills.

This really is a fantastic opportunity to take on a role that will truly and positively impact the lives of young people and their families.

I hope this candidate pack will give you a good understanding of the Trust and all we strive to achieve. We are looking forward to East Sussex Academy being another of our success stories.

Conversations and meetings are encouraged and are very much welcomed.

For full information and to arrange your conversation/meeting please contact our Recruitment Partner, Charlotte Cuthbert at Cuthbert Colvill on **Recruitment Partner, Charlotte Cuthbert** at **Cuthbert Colvill** on charlotte@cuthbertcolvill.co.uk

Neil Miller, Deputy CEO, London South East Academies Trust

Guy Walsh, Headteacher, East Sussex Academy, London South East Academies Trust

About the London South East Academies Trust

London South East Academies Trust is committed to raising attainment, encouraging aspiration and supporting social mobility for every single child and young person in our schools, throughout their educational journey and beyond.

Our Trust comprises 16 academies including special and alternative provision, mainstream primary, an outreach service and a music hub. We ensure that pupils with a wide range of needs are equipped with the skills, support and confidence they need to progress through education and go on to lead fulfilling lives.

The Trust sits within our wider education group, which also includes a multi-campus further and higher education college.

Our holistic, yet personalised approach, enables every pupil to flourish and achieve their full potential, regardless of background or their learning needs. As a Trust, we provide outstanding support and leadership development opportunities for staff across our schools. We encourage the sharing of best practice, together with high-quality, cost-effective support services to ensure success for all.

Our outstanding teams are dedicated to achieving positive outcomes for all pupils and celebrating their success is central to all we do. We know that education has the power to change lives – and by adding further expertise and diversity to our thriving Trust, we can provide even more opportunities for our schools and for the wider communities we serve.

Our schools work in partnership with one another, sharing best practice and providing all pupils with clear progression pathways. The joined-up approach between our mainstream, special and alternative provisions supports the DfE's ambition in its SEND and AP Improvement plan for an integrated system.





Our Story

In 2013, Bromley College (now London South East Colleges) was asked by the DfE and a Local Authority to become an academy sponsor and take on a failing Alternative Provision in the London Borough of Bromley.

This was a result of our proven track record for driving up standards and learner outcomes across the college and our responsive approach to local educational need.

So, we agreed to set up a Multi-Academy Trust, understanding the importance of supporting our community, within which our further and higher education college was already deeply rooted.

With our College already providing high quality pathways into vocational training, apprenticeships, higher education and careers, we had the capacity and expertise to help improve the life chances of all children and young people, no matter what their interest, ability, special educational need or background.

Giving these young people the opportunity to progress into further education and beyond was, and remains, a priority for us. Being able to support them at an earlier stage is fundamental to improving their life chances and outcomes.

By working in partnership with stakeholders, setting high expectations, recruiting strong leaders and specialist staff, the provision improved dramatically. We created a culture of continuous improvement and systems leadership – securing the school financially and nurturing a positive and encouraging environment, which was recognised by Ofsted as being good.

This success led to us being asked to take on another sponsored academy – a specialist provision for boys with social, emotional and mental health needs. Once again, with our strong focus on standards, achievement and systems leadership, the school was transformed. It achieved an Ofsted rating of Good (with outstanding leadership) for the first time in its history.

Our Trust has grown over the past decade. We have 16 schools now in our organisation across Bexley, Bromley, Lambeth, Surrey and East Sussex and further schools are in the process of joining us. These include SEMH, alternative provision, PMLD, ASD and five mainstream primaries. The vast majority of our schools are rated Good or Outstanding by Ofsted and those that are not, have joined us through Academy Orders to raise standards rapidly.

Our Schools



For an insight of what you can expect from being part of London South East Academies Trust please click on the link

www.youtube.com/watch?v=38rhD1Xjuq0



Our Culture

We do not apply a 'one size fits all' approach at London South East Academies Trust – nor do we impose a top-down culture.

We strongly believe that school leaders are the best placed people to make key decisions about their schools and their staff. In any partnership with us, curriculum choices, culture and vision for learning are all tailored to an individual school's community. We encourage and expect strong leadership, personal accountability, agency and self direction from every school leader – while providing them with full support.

This is balanced by the importance we place on shared mission and values: these are our non-negotiables which our family of schools live by. All our pupils and staff benefit from effective collective practices, including our extensive resources, brand and positive reputation that comes from being part of the Trust and the wider Group.

In establishing our culture, we have taken the best ideas from across the wider education sector and combined them with our own experience in running successful, sustainable schools and colleges.

We are values driven, with high expectations. We have a relentless focus on ensuring every child and young person can achieve their potential. We do the right thing, ethically and morally.

We look after our most valuable assets – our staff – and prioritise giving all our pupils the very best educational experience.

Our Values

SUCCESS

Success is for all: we create a culture of continuous improvement, encouraging all pupils and staff to strive to be better, and succeed.

TEAMWORK

We work together to maximise the talent and abilities of all, with our pupils central to every choice we make.

ACHIEVEMENT

We have ambition for our pupils and staff so that they can achieve and exceed with courage, resilience and determination, realising their own unique potential.

RESPECT

We empower our pupils and our staff to be respectful, to value diversity and to maximise this as a talent and strength.

SERVICE

Our purpose is to serve our pupils and our communities. Leaders at every level serve with integrity, ensuring our pupils achieve and progress in society.



Job Description

Deputy Headteacher – Secondary

East Sussex Academy – Hastings, East Sussex

Salary: L14-L18 (£71,300-£78,702) • Contract type: Permanent • Reporting to: Headteacher

Job Description

Principal Accountabilities

In addition to the requirements of a class teacher, as Deputy Headteacher you will be expected to:

- Deputise for the Headteacher both on site and at multi-agency professional meetings
- Provide operational day to day management of East Sussex Academy.
- Lead on the annual monitoring schedule of the quality of teaching and learning in conjunction with the Headteacher.
- Contribute to the overall vision of the East Sussex Academy and the Trust.
- Lead on complex cases and bespoke programmes for all pupils, taking responsibility for working with the Lead Attendance, Transition and Engagement Officer in the implementation of Pastoral Support Plans and coordinating all documentation and meetings with relevant parties to ensure all of the Trust whilst contributing to the overall vision of the organisation.
- Lead on the strategic direction and development of the school – in cooperation with and under the direction of, the Headteacher to:
 - Support the vision, ethos and policies of the school and promote high levels of achievement.
 - Support the creation and implementation of the school improvement plan within the local and national context, and to take sole responsibility for appropriately delegated aspects of it – Teaching and Learning predominantly.
 - Support all staff in achieving the priorities and targets which the school sets for itself; and to provide them with support and guidance in implementing schemes of work.
 - Support the evaluation of the effectiveness of the school's policies and developments with particular reference to the School Self Evaluation Form.
 - Ensure that parents/carers are well informed about the school curriculum, its targets, children's attainment and their part in the process of improvement.
 - Promote the development of partnership working with home schools for pupils on dual roll and take responsibility for ensuring the accountability of partner schools in attending meetings and adhering to agreed protocols.

Teaching and Learning

- Develop a classroom environment and teaching practice which secures effective learning across the breadth of the secondary curriculum.
- Provide a professional model, clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement, behaviour and discipline.
- Take responsibility for the development and monitoring of the secondary curriculum and lead on the annual monitoring schedule for teaching and learning.
- Support the Headteacher in the monitoring of the quality of teaching and achievement, including the analysis of performance data.



Job Description continued

Teaching and Learning continued

- Support the Headteacher in developing links with parents/carers, other schools, educational institutions, East Sussex County Council and the wider community, including business and industry, to enhance teaching and learning and personal development.
- Establish high quality working partnerships with home schools to ensure pupils accessing long-term placements are supported adequately.
- Regularly liaise with support staff to ensure that they are empowered to assist teaching staff and aid pupils to meet learning outcomes through consistent approaches to learning and behaviour.
- Ensure that pupils' individual learning needs are recognised and addressed across a broad curriculum; identifying and implementing a whole school strategy.
- Support the development and use of technology to support teaching and learning.
- Oversee personalised learning and opportunities for relevant accreditation.

Leadership and Management

- Take responsibility for the running of the school on site and deputise for the Headteacher as required.
- Work as a member of SLT in developing positive working relationship with and between all staff.
- Provide and sustain motivation through modelling good practice and giving clear leadership direction.
- Contribute to the professional development of staff, including new starter inductions.
- Lead groups of staff in developmental activities, with particular focus on operational management in relation to learning and behaviour.
- Take responsibility for ensuring high levels of attendance in conjunction with the attendance team.
- Contribute to the performance management process as directed by the Headteacher in the implementation of the Trust's performance management policy.
- To support the development of the schools SEN strategy and policy.
- To support with the assessments of pupils with SEN to identify needs and monitor progress – including observations in the classroom and meeting with teachers and parents. Also, working with home schools and external agencies to support the assessment process of EHCPs.

Effective Deployment of Staff and Resources

- Contribute as part of SLT in the appointment, deployment and development of staff to make the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities.
- Manage the school effectively in the absence of the Headteacher.
- Coordinate all cover arrangements internally for absent staff.
- Contribute to SLT in the management and organisation of relevant groupings of children to ensure effective teaching and learning takes place and that the pupil's personal development needs are met.

Standards and Quality Assurance

- Set an excellent example in terms of dress, punctuality, attendance and behaviour.
- Attend and participate in open evenings, performances and other school activities outside the normal school opening hours.
- Attend leadership meetings, staff meetings and staff training opportunities.
- Ensure that all staff recognise their role as part of a team where high expectations are the accepted norm.
- Develop links with Governors, the Local Authority, mainstream schools and the community in general.
- Ensure all communication systems are used to maximum effect.
- Monitor the quality of all staff training opportunities.
- Utilise systems to monitor both real and perceived impact from different stakeholders.
- Utilise systems for collection and analysis of data to inform future planning.

Other Areas of Responsibility

The scope of this profile reflects the needs of the academy at the present time; it is not intended to be a fully inclusive or exhaustive list. The post holder may therefore be expected to work flexibly and perform other duties other than those given in the job description.

The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or the level of responsibility entailed. The profile will be subject to continuous review as the needs and requirements of the academy change over time.

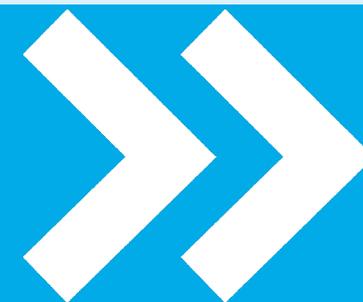
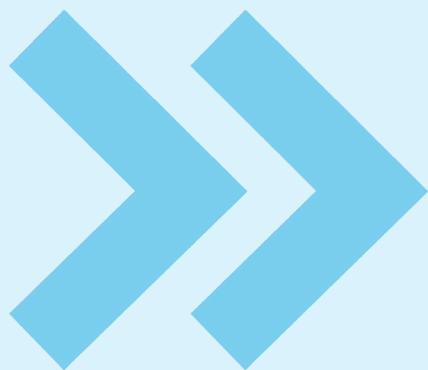


Person Specification Deputy Headteacher

Qualifications	Essential	Desirable
• Qualified teacher status or QTLS	✓	
• Evidence of recent and relevant further professional development		✓
• Has achieved NPQSL or equivalent senior leader qualification		✓
Knowledge and Experience	Essential	Desirable
• Has experience within an AP or specialist educational setting		✓
• Able to demonstrate creative and relentless approaches to Teaching and Learning	✓	
• Able to demonstrate a relentless attitude to establishing high expectations of all staff to drive Teaching and Learning across the secondary setting	✓	
• Show a clear philosophy and commitment to developing pupils with social, emotional and physical barriers to their learning	✓	
• Proven track record in implementing strategies and interventions to rapidly raise achievement and standards	✓	
• Has evidence of being an excellent classroom practitioner with challenging pupils securing good or better progress	✓	
• Can show a clear understanding of assessment and its impact on whole pupil development to lead this across the school	✓	
• Can liaise effectively with parents, staff and other professionals	✓	
• Experience of preparing pupils for transition and/or reintegration	✓	
• Effectively tackling under performance in students	✓	
• Effectively tackling under performance in staff		✓
• Demonstrate commitment to ensuring the ethos and values of the Trust permeates the school and insisting on the highest standards of behaviour for all	✓	
• A commitment to safeguarding, promoting children's welfare, diversity and inclusion	✓	
• To be able to inspire the school community to achieve the very best provision and outcomes for all pupils	✓	
• To have the drive, energy, perseverance and sensitivity to identify, anticipate and deliver required change successfully and to maintain continuous improvement	✓	
• Monitoring of measures that promote and ensure the safeguarding of children	✓	
• To work with integrity and dedication, showing persistent enthusiasm in all aspects of school life	✓	
• Able to demonstrate a relentless attitude to establishing high expectations of behaviour and parental engagement	✓	
• Able to demonstrate a relentless attitude to establishing high expectations of attendance and parental engagement	✓	
• Show a clear philosophy and commitment to developing pupils with social, emotional and physical barriers to their learning	✓	
• Understands or has been involved in implementation of relevant legislation	✓	
• An understanding of implementing and leading staff through new initiatives	✓	
• Taken responsibility for monitoring and reviewing performance of staff		✓
• Has liaised and developed work with other schools and/or with other sections of the community and is able to show ability in holding stakeholders to account whilst maintaining good relationships		✓
• Has understanding and commitment to the implementation of equal opportunities	✓	
• Has been involved in delivering training to a variety of audiences		✓
• Has managed change effectively supporting others through the process	✓	
• Has been involved in planning and delivering areas of the curriculum beyond their specialism and able to lead on this area across the school		✓
• Understanding of the use of data and use this to support Teaching and Learning across the school	✓	
• Sound knowledge of Arbor and CPOMs		✓
• Experience and/or understanding of enrichment and extended opportunities to support whole child development		✓
• Experience of working with other agencies including CAMHS		✓

Person Specification Deputy Headteacher continued

Skills and Competencies	Essential	Desirable
• Outstanding leader who is able to motivate other staff	✓	
• Outstanding classroom teacher and role model for others	✓	
• Able to inspire, challenge and motivate others	✓	
• Can motivate pupils for whom learning is a challenge	✓	
• Has the resilience to cope under a range of pressures	✓	
• Able to articulate confidently and effectively to a wide variety of audiences	✓	
• Has an energy and passion about developing children and young people	✓	
• Able to articulate confidently and effectively to a wide variety of audiences	✓	
• Has the confidence, enthusiasm and knowledge to lead staff towards a common goal	✓	
• Able to resolve issues in a creative, innovative and motivational way	✓	
• Able to make effective decisions and delegate appropriately	✓	
Other Qualities	Essential	Desirable
• A strong sense of loyalty, integrity, enthusiasm and dynamism	✓	
• A strong sense of professionalism, commitment to upholding standards and setting an appropriate example	✓	
• An understanding of, and commitment to, the Trust's Equality and Diversity Policies	✓	
• An understanding of, and commitment to, the Trust's Health and Safety Policies	✓	
• The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	✓	





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For full details of this opportunity or to arrange a visit please contact:

Charlotte Cuthbert
Cuthbert Colvill Education Recruitment
E: charlotte@cuthbertcolvill.co.uk/T: 07967 111228

Closing date: 9am Tuesday, 5th May 2026
Interview date: Thursday, 14th May 2026

As this is a critical appointment, London South Academies Trust reserve the right to interview and close this role sooner upon receipt of suitable applications



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