**Job description**

**Job title:** Assistant Principal

**Reporting to**: Principal

**Grade:** Leadership Scale, L10-L14

**Role**

The postholder will be a full member of the Academy’s Senior Leadership Team (SLT) sharing strategic leadership responsibilities as directed by the principal, with their SLT colleagues. This will include the performance management and line management of staff within their lead area of responsibility.

You will have collective responsibility with other members of the SLT for ensuring a positive ethos and effective learning environment throughout the Academy, which leads to high rates of student progress and the achievement of high standards.

Contributing to the effective monitoring, review and development of the Academy through effective performance management, effective use and application of accurate data and the provision of an accurate and reflective SEF. Ensuring the Academy’s efficiency and cost-effectiveness in all its functions, such that all students achieve high standards. Maintain oversight and provision of the continuous professional development of staff, such that the Academy retains a well-motivated, high quality and effectively functioning staff team at all times.

**Service Provision Delivery**

To ensure the most effective match of service delivery to the skills of the postholder; the detail of these tasks will be determined with the principal, post appointment.

The service delivery tasks will be regularly reviewed with the principal and may change to secure the highest student standards and/or improvement of the SLT’s provision and/or performance.

1. Effectively support the principal as a member of the SLT in the consistent, implementation, monitoring and review of learning and teaching, student progress and achievement, curriculum/course delivery and development and behaviour management throughout the Academy. Ensure high quality outcomes in all areas and where necessary take strategic decisions and implement action to maintain and/or improve.
2. Provide effective contribution, including written reports, data and performance analysis, as required by the principal and the governing body, to review the Academy’s performance. With other members of the SLT maintain an accurate and up to date SEF and grade assessment of performance, to inform the Academy’s development plan and review cycle and achieve sustained school improvement.
3. By the effective use of data and informed performance monitoring and trend analysis contribute to the setting of robust and challenging whole Academy targets, where applicable, at KS3, KS4 and post 16. Ensure effective and accurate student assessment and other data gathering such that the targets set are met or exceeded.
4. Demonstrate outstanding teaching practice and, through effective modelling and coaching, ensure that this is replicated throughout the academy.
5. Contribute to an annual CPD programme for staff that enhances learning and teaching to maximise students’ progress, and effects high quality staff development.
6. As directed take leadership oversight for relevant performance management processes, ensuring completion to timescales and liaison on individual staff issues within performance management. Assist in the induction of all new staff, including ITT students. Assist in the induction and first year mentoring and development of all NQT’s appointed to the academy.
7. Contribute strategies to improve provision and performance, such that the students’ needs are better met and outcomes improved.
8. Ensure effective student safeguarding through the application of risk assessment, where relevant. Ensure the college complies with all relevant health and safety legislation and that, where applicable, staff hold the appropriate and up to date training certification.
9. As required by the principal and/or governing body, attendance and representation of the college at appropriate national, regional and local meetings or conferences. As directed deputising for the principal in their absence, with the full leadership responsibility of the college.
10. Attend all meetings and training, as directed.
11. Undertake such other assignments as may be required by the principal and/or governing body.

**Personal Competencies**

Be a highly effective practitioner, and demonstrate the ability to be an ambassador for the students and academy, with staff, parents and the wider community. Be credible to colleagues and partner agencies as one of the academy’s senior leaders.

Have a current and strategic knowledge of the attributes of high quality learning and teaching and how it is improved. Understand the effective use of data to improve student outcomes and the value of monitoring and performance management in the maintenance of high standards and improvement. Be able to establish a culture of shared responsibility and ownership of high quality outcomes for all students, such that improvement is desired and secured by all.

Have the ability to express observations, ideas and precise judgements, both orally and in writing, lucidly and in a positive and strategic manner. Develop and maintain a culture of self-review and improvement. Be able to effectively analyse current practice in, raising precise questions and appropriate challenging for individuals or teams. Support and suggest strategies for more effective working and improvement. Assist the principal, as a member of the SLT in the effective and transparent communication of the academy’s strengths, weaknesses and actions to improve, to the governing body.

Effectively understand the academy’s vision and implementation through the academy’s strategic plan, development plans and business model. Be able to meet targets and objectives within appropriate timescales and budget.

Have the ability to work in a self-motivated manner but collaboratively with colleagues and partner agencies.

**Personal Attributes and Vision**

The post holder will combine the characteristics of a very good communicator, and negotiator. They must be able to provide clear leadership and decision making but also work effectively as a team member and to be credible to colleagues and partners through the quality of their personal performance. Enthusiasm for the academy and its achievements together with good physical and mental health are essential.

The postholder will be self-motivated, reflective and creative in solving problems and will motivate, support and challenge others to change practice and process to improve the academy. Their performance will ensure that the academy has the capacity to meet and/or exceed its performance targets at all levels.

As a senior leader the postholder must demonstrate the ability to form positive, but appropriately challenging, relationships will colleagues, at all levels that promote the academy’s aims and objectives and secure continuous improvement.

The post is subject to performance management and an annual continuing professional development interview and review. The post is also subject to the terms and conditions outlined in the main professional grade (MPG) teaching job description.

The post is subject to an enhanced DBS check.

**Person specification**

**Job title**: Assistant Principal

**Reporting to**: Principal

**Grade:** Leadership Spine

This person specification is related to the requirements of the post as determined by the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

**E: Essential D: Desirable**

1. **Experience. Direct work experience, other relevant experience**.

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| E | Experience of working within a good or better school and/or demonstration of personal impact on the rapid improvement of a lower category school. |
| E | Experience of achieving high quality student progress and achievement outcomes at a whole school level and/or for the rapid improvement of outcomes for specific student groups. |
| E | Good or better personal learning and teaching practice. Prior experience of improving the quality of learning and teaching in one or more curriculum area. And/or for one or more specific student group. |
| E | Experience of leading and/or playing a key role in the monitoring, review and evaluation cycle of a school. Including contribution to the SEF and the delivery of strategies and/or programmes to achieve school improvement. Demonstrate the impact of the programmes which have been led. |

1. **Knowledge.**

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| E | Current understanding of school improvement and performance management to achieve high rates of student progress and high standards. |
| E | Current understanding of 11-19 curriculum provision, particularly the target setting and personalisation of provision to allow students to achieve their academic targets and personal goals. |
| E | Ability to work with others and partner institutions, particularly in liaison and the promotion of the college’s aims and objectives. |
| E | Ability to effectively and accurately assess the college’s strengths and weaknesses in key areas such as student progress, quality of learning and teaching, curriculum provision, students behaviour. Ability to effectively challenge and use interventions to improve any weaknesses and enhance student progress and achievement. |

1. **Skills and abilities.**

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| E | Effective decision-making and strategic planning. Including the ability to effectively project manage tasks and take staff with you. |
| E | High quality and credible practitioner- effective classroom teacher. |
| E | Ability to analyse data and interpret to promote improvement- e.g. student outcomes and/or performance management. |
| D | Ability to strategically advise the principal and governing body on action and/or resourcing necessary to secure improvements. Effective demonstration of lay report writing and communication skills.  |

1. **Qualifications, training and education.**

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| E | Qualified teacher status- QTS. |
| E | A degree and/or equivalent qualification. |
| E | Hold NPQH qualification or be on or have completed the new NCSL leadership programme which has replaced NPQH **or** be willing to study for the NCSL Leadership programme. |
| D | A second and/or Masters degree or evidence of any further qualification and/or training relevant to the post. |

1. **Personal qualities and attributes**

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| E | Proven ability to lead and manage others- being self-motivating and able to gain the respect of the staff team. |
| E | Recognition of the importance of performance management of staff and the ability to sensitively apply to achieve quality outcomes. |
| E | Ability to collaborate and co-operate with colleagues, maintaining credibility and appropriate challenge. |
| D | Proven experience in at least one curriculum area and in the prior leadership responsibility for at least one whole school initiative. |