

Assistant Principal

Job description and person specification

Job description

Post title: Assistant Principal

Salary: Leadership 14 – 18

Reports to: Principal

Diverse Academies is a multi-academy trust with a vision to inspire, to raise aspirations and to create brighter tomorrows. Across primary, secondary and special settings, we share a common mission to nurture curiosity, develop wellbeing and empower children and young people to go beyond their aspirations. Together, we believe we can make a difference in our diverse communities, and in the lives of those who learn with us and work with us.

We empower. We respect. We care.

Purpose of the post

To work alongside the Principal as a member of the Senior Leadership Team (SLT) in articulating and implementing the vision, values and strategy of the academy and the Diverse Academies Trust.

To take the lead on a specified element of the academy's improvement plan in line with our vision to inspire, raise aspirations and create brighter tomorrows for all students.

As part of the SLT, provide day to day leadership and management support to the academy to ensure a high quality of educational provision for all students.

Main duties and responsibilities

Core purpose:

- To lead within and across the Trust with clear moral purpose, adopting a 'one organisation' culture in the interests of delivering quality education to all the communities we serve.
- Demonstrate optimistic personal behaviour, positive relationship and attitudes towards students, staff, parents, governors and the wider community.
- Work with the leadership team to implement our vision, upholding our shared values at all times.
- Work with the leadership team to create and implement robust plans for academy improvement.
- Ensure maximum possible student progress, attainment and wider outcomes.

Leadership and management:

- Lead by example, motivating and inspiring others generating effective working relationships at all levels.
- Communicate and implement our vision, alongside the leadership team, empowering all staff and students to excel.
- Support continuous improvement in standards and the quality of education provided.
- Implement robust planning for school improvement, incorporating accurate self-evaluation, effective quality assurance and well-informed and judged actions to improve outcomes.
- Participate fully in the Academy Improvement Review (AIR) processes, providing high quality information to senior leaders as required.
- Work with the leadership team, ensuring the development of all staff through high quality appraisal and effectively planned CPD.
- Develop leadership at all levels, empowering and enabling others, promoting the culture of shared leadership to increase capacity for sustained improvement across the Trust.
- Work as part of the Trust, promoting shared leadership to secure the best outcomes for all.
- Ensure the culture within the academy provides a calm, ordered and productive learning environment.
- Where required, provide information to the academy committee to enable them to fulfil their roles.
- Lead on a defined strategic area, employing robust self-evaluation processes to drive improvement planning to improve outcomes for students.

Student outcomes:

- Raise standards for students through own effective teaching.
- Promote a culture of learning, providing mentorship, coaching and modelling for others sharing best practice through Joint Practice Development.
- Demand ambitious standards for all students using effective systems to monitor the quality of education.
- With the leadership team, develop robust self-evaluation and improvement planning leading to sustainable improvement of outcomes for all students, narrowing achievement gaps.
- As part of the leadership team, secure excellent teaching through excellent professional development and curriculum design to improve outcomes for all students.

Student welfare and safeguarding:

- Put students and their needs at the heart of all decisions in the academy.
- As part of the leadership team, create an atmosphere of respect, recognition, optimism, celebration and mutual support in the academy which promotes equality and values diversity.
- Develop and uphold a culture of high expectations, both academic and in behaviour and attitudes that meets the needs of students and instils responsibility for the local, wider and global community.
- Ensure students are aware of the factors that impact on their physical, mental and emotional health and work with the leadership team to ensure that the academy encourages pupils to follow healthy lifestyles.
- Ensure student are safe and feel safe through rigorous safeguarding practices which are understood and implemented by all adults who work in the academy.

Partnerships:

- Work closely with the leadership team, colleagues within and beyond the Trust and stakeholders to ensure the successful development of the academy, the Trust and other schools.
- Develop and encourage very good relationships between parents and carers in order to support student learning.
- Promote strong links with the local community, in the education, business and non-profit sectors.
- Develop effective relationships with other professionals to improve social and academic outcomes for all students within and beyond the Trust.

Strategic leadership:

- Contribute to, and work with, where appropriate, strategic development groups to ensure that strategies are implemented effectively across the Trust to improve outcomes for our children and young people.
- Model leadership that is rooted in the most contemporary evidence, identifying and drawing on excellent practice within and beyond the Trust to support further improvement.
- Develop leadership at all levels to further improve capacity for sustainable improvement of all academies.

Personal development:

- Promote and maintain a culture of high expectations for self and others.
- Regularly review own professional practice, seeking out, and engaging fully in, opportunities for professional development.
- Be a self-driven professional senior leader.

Role specific duties:

- To be the SLT strategist on instilling our high expectations of all students to ensure maximum possible progress and attainment
- Assist the Principal in the organisation, management and development of the academy across all key stages
- Build a strategic vision to promote and improve student progress
- To monitor key areas of responsibility and, in consultation with key staff, decide on appropriate strategic actions
- Ensure the provision for all students is of the highest of standards. Identify groups of students and individuals who are at risk of underachieving and devise strategies for raising their progress and achievement, in partnership with others
- Co-ordinate the effective deployment of resources and strategies
- To be responsible for line management and development of staff linked to key responsibilities
- To ensure that parents and carers are well-informed of their child's progress
- To establish clear expectations and constructive working relationships amongst staff; including the delivery of CPD to ensure that all staff understand and adhere to behaviour and inclusion policies
- Development, organisation and implementation of relevant school policies.

Additional

- We all have a responsibility for providing and safeguarding the welfare of children and young people we are responsible for or come into contact with.
- Collectively, we share and co-develop best practice for the benefit of all our academies.
- We promote the employment of people with disabilities and will make adjustments considered reasonable to the above duties.
- You will have the opportunity to access the very best professional development and therefore may be required to attend, from time to time, training courses, conferences, seminars or other meetings.
- This job description is not an exhaustive list of duties and the post holder will be required to undertake any other reasonable duties discussed and directed by the line manager.
- We empower our colleagues to enable our students and pupils to meet the highest possible standards, and we recognise that all our staff have a role in improving student outcomes.
- The contents and allocation of particular responsibilities and duties may be amended after consultation from time to time as part of a broader structural review.
- We have an established framework of core principles and practice to which all our academies subscribe, which are developed and agreed on in collaboration.
- It is a condition of your employment you are expected to adhere to our policies, procedures and guidelines.

Person specification

The following qualities are all deemed fundamental to the requirements of the post. The Trust will, therefore, be seeking evidence of these in the selection process, which will include the application, interview(s) and references.

The Trust is seeking to appoint highly skilled, dynamic, flexible and committed staff with the potential to help us realise our vision and strategic objectives. The appointing panel will, therefore, require sufficient evidence of ability and achievement in each of the following areas in order to make an appointment.

Category	Essential	Desirable	Evidence
Qualifications			
A DfE recognised teaching qualification	ü		Application form
Recent and relevant leadership development	ü		
National Professional Qualification for Middle / Senior Leadership or equivalent qualification		ü	
Coaching qualification		ü	
Knowledge and understanding			
Current successful experience of leadership	ü		Application form
Experience of successfully implementing current educational priorities and developments	ü		
Effective teacher with a range of recent experience	ü		
Successful track record of significant organisational change for improvement	ü		
Capacity to take initiative and to innovate	ü		
Experience of developing and leading curriculum initiatives using the latest technologies to support learners	ü		Interview
Commitment to the safeguarding and welfare of all students and providing equality of opportunity	ü		Portfolio of work
Outstanding subject knowledge	ü		References
Successful contribution to school self-evaluation	ü		
Experience of presenting complex information in a clear and concise manner to a range of audiences	ü		
The ability to learn new systems quickly and use them intelligently and flexibly	ü		
Skills and attributes			
Highly developed skills of working with people to establish constructive relationships with all stakeholders	ü		Application
Ability to communicate clearly and effectively	ü		Interview
High standard of interpersonal skills and emotional intelligence	ü		
Commitment to ensure that outstanding practice is developed and embedded throughout the academy	ü		Portfolio of work
Ability to develop effective and positive relationships within the academy, across and beyond the Trust	ü		References
Precise and analytical self-reflection	ü		
Shows commitment to a supportive, coaching culture	ü		
A clear and coherent vision which is consistent with the vision of Queen Elizabeth's and Diverse Academies	ü		

Ability to take a strategic view in order to determine a clear pathway to achieve future goals	ü		
Ability to identify and acknowledge excellence and to challenge poor performance	ü		
Commitment to ongoing personal and professional development	ü		
Ability to quickly understand the local community, its context and distinct features	ü		
Core			
Able to work flexibly including some travel across the geographic coverage of the Trust	ü		Interview
The post holder will be subject to an enhanced Disclosure & Barring Service check	ü		Pre-employment checks
Prior to confirming an appointment to the Trust, individuals are asked to complete a medical questionnaire in order that the Trusts Occupational Health provider can ascertain their medical fitness for the post	ü		