

Job Description

Job Title: Assistant Principal (Attendance and Maths Specialist)

Location: Jane Austen College, Norwich

Closing date: 12pm on Friday 4th February 2022

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| Job title | Assistant Principal (Attendance and Maths Specialist) |
| Salary Scale | Leadership Scale 12-18 |
| Hours of Work | Full Time |
| Responsible to | Head of School |
| Location | Jane Austen College, Norwich |

Main purpose of the role

- To work with the SLT to lead the effective implementation and development of attendance and inclusion across the school.
- To be the maths specialist for the school.
- To ensure:
 - o Smooth day to day running of the school
 - o To ensure that all staff are aware of all school policies
 - o Implementation of the quality assurance procedures for all aspects of the work of the school
- To support strategic development and sharing of good practice within and beyond the school for the benefits of our pupils.
- To present the school and its partners positively both within and beyond the school.
- To carry out the professional duties as set out in the current Teachers Standards and School Teachers' Pay and Conditions documents.

Organisational relationships

- Responsible to the Vice Principal (Pastoral)
- Responsible for the Attendance Officers and the SENDCo
- Direct liaison with senior team, teaching and support staff, external agencies and parents/carers

Principal accountabilities and responsibilities

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| Leadership | <ul style="list-style-type: none"> • Support mentoring support plans and capability process for staff required to improve professional practice. • High quality leadership to create effective teams. • High quality leadership to ensure the overall quality of provision at the school. • The assurance that procedures are undertaken for recording, monitoring, analysing and acting upon a range of data including attendance statistics, pupil behaviour records, and whole school |
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| | <p>behaviour, inclusion and character data and that these are used effectively to enable senior and middle leaders to:</p> <ul style="list-style-type: none"> ○ Identify members of staff in need of additional support. ○ Track pupil overall attendance and impact of inclusion strategies on a regular basis. ○ Evaluate the quality and appropriateness of pupils' overall negotiated pastoral plans and identify when intervention is necessary (e.g. when underachievement is identified, additional challenge is required and/or links needed to outside agencies). <ul style="list-style-type: none"> ● Effective liaison with the senior teams across the school to ensure coherence between the school's priorities for sustained improvement. ● For the smooth day to day running of the school. ● The assurance that all staff adhere to all school policies and procedures. ● Well informed advice based on their knowledge of national developments and the views of students and their parents/carers to the headteacher and the local governing body regarding all aspects. ● High quality mentoring and coaching to the pastoral leaders and relevant staff. ● Sound financial management of own budgets. ● Effective partnership relationships with outside agencies. ● Line management responsibility of pastoral staff ● The line management arrangements for the performance management and professional development of all members of your team. ● Undertake an appropriate programme of Maths teaching in accordance with the duties of an Assistant Principal. |
| Standards | <ul style="list-style-type: none"> ● Ensure excellent standards of attendance across the school in liaison with the senior team through CPD and mentoring of staff. ● Ensure excellent standards of inclusion across the school, evident in positive impact across vulnerable groups particularly in attendance but also behaviour and achievement ● Support the Maths team to achieve excellent standards particularly for students with SEND ● Effective delivery of the whole school remit: <ul style="list-style-type: none"> ○ Monitoring and evaluation of all school processes. ○ Ensuring that standards across the school are monitored and strategies implemented to continue the rapid rise in the quality of provision. |

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| | <ul style="list-style-type: none"> ○ Monitoring the performance management and appraisal process for the people you line manage ○ Leading the pastoral/SEND team self-evaluation process for attendance |
| Duties Specific to the Post | <ul style="list-style-type: none"> ● Ensure pastoral policies on attendance and inclusion are implemented effectively and consistently ● Ensure all staff understand their role and responsibilities in maintaining an inclusive culture and effective record keeping ● Provide professional learning on attendance management as appropriate and create staff guidance to support this. ● Work with parents and other stakeholders in relation to pastoral, inclusion and attendance related matters. ● Oversee the provision for students with alternative arrangements and off-site provision. ● Monitor standards of behaviour, attendance and punctuality by different groups and feed this information into the schools self evaluation process ● Lead on Anti-Bullying and ensure that necessary aspects of this are covered within the school's programme. ● Ensure systems are in place for tracking and reporting bullying, discrimination, racism. ● Coordinate aspects of the tutor programme which relate to the scope of this role. ● Assist line management of the staff within pastoral and SEND teams and ensure these teams work effectively to deliver on school targets and priority areas. ● Work with all necessary external agencies to ensure students are safe, cared for and supported. ● Support Heads of Year in developing intervention programmes for individuals or groups of students to remove barriers to learning or to extend/support their learning ● Ensure all tracking systems are in place for pastoral focused student plans ● Lead on the analysis of data and performance for areas within this remit and generate reports and commentaries as required for various stakeholders. ● Liaise effectively with the DSL to ensure that student safeguarding needs are addressed as required. ● Support with a whole Academy approach to rewards and the recording of them to ensure the effective and consistent implementation of the policy which contributes to improved attendance |

Employee commitments

All employees will commit to the following key areas:

- [The vision, values and key principles of the Trust](#)
- [Equality, Diversity and Inclusion](#)
- In anyway possible, in accordance with the role, support students to achieve their potential
- In anyway possible, in accordance with the role, improve standards of education
- [Support the inclusion agenda](#)

Performance Management

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Context

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

Miscellaneous

To undertake any further tasks which could be reasonably expected by the Trust. The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information. The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly. The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain their personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy. This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure & Barring Service) to be undertaken. It is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Trust.

| Person Specification | Essential | Desirable |
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| Qualifications | <ul style="list-style-type: none"> • First degree or equivalent in maths (2:1 or higher) • QTS | <ul style="list-style-type: none"> • Postgraduate qualification or working towards • National award for SENCO |
| Experience | <ul style="list-style-type: none"> • A proven leader and educational strategist, passionate about teaching and learning • Outstanding classroom practitioner • Respectful towards all students, with an unshakable belief in their entitlement to the highest equality education and ability to achieve whatever their personal circumstances • Ability to develop a high quality, pastoral curriculum that exceeds the needs of its pupils • Committed to raising standards of achievement, attendance, inclusion and behaviour • Successful experience as a teacher of Maths and as a manager in education in a secondary school • Successful involvement in performance management, self-evaluation process and data analysis as an aid in personal and team improvement, development and change • Evidence of effective design and implementation of initiatives for raising pupil attendance and improving the quality of behaviour strategies • Successful working relationships with students, staff, parents/carers and the wider community • Successful experience in leading and managing pastoral changes at a team, and preferably whole school level • Proven practice in leading, motivating and supporting staff to achieve high standards | <ul style="list-style-type: none"> • Direct and successful experience of Ofsted inspection |
| Skills, Knowledge | <ul style="list-style-type: none"> • Able to lead, motivate and develop people of all ages to work individually and in teams towards a common goal • Able to analyse and use data to establish benchmarks and set challenging targets for improvement | <ul style="list-style-type: none"> • Able to plan strategically for the future including behaviour strategies and staff deployment |

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| | <ul style="list-style-type: none"> • Able to make decisions, identify and solve problems based on thorough analysis and sound judgement • Excellent interpersonal, written and oral communication and presentation skills • Strong organisational skills and ability to work well under pressure, delegate, plan and manage time effectively • Personal resilience and the ability to maintain staff morale at times of pressure and change • The ability to access educational research and apply it purposefully in order to improve standards | |
| Personal Qualities and Attributes | <ul style="list-style-type: none"> • Able to evidence a commitment to on-going personal and professional development • Present a highly professional and positive role model in carrying out duties and when representing the school • Possess integrity and relate appropriately to inspire commitment, enthusiasm and confidence from staff, pupils, governors and parents/carers • A life-long learner who understands the importance of new ideas, taking risks and using challenges as an opportunity to grow and learn • A willingness to personally embrace and celebrate the ethos and values of the school | |

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Signature

Date

Name