

Job Description

Job Title: Assistant Principal - Behaviour

Location: Jane Austen College

Job title	Assistant Principal - Behaviour
Salary Scale	Leadership range L12 - L18
Hours of Work	Full Time (32.5 hours per week)
Weeks Worked	Full Year (52 weeks)
Responsible to	Vice Principal
Location	Jane Austen College

Main purpose of the role

- To work with the Senior Leadership Team (SLT) to lead the development of new ways of thinking about behaviour and safety across the school.
- To support the strategic development, share good practice and plan and deliver collaborative activities beyond the school for the benefits of our pupils.
- To present the school and its partners positively both within and beyond the school.

Organisational relationships

- Reporting to the Vice Principal Pastoral.
- Line management responsibilities as directed by the Vice Principal.
- Liaison with Trust staff, external specialists and stakeholders, parents, carers, visitors and volunteers.

Principal accountabilities and responsibilities

Overall	<ul style="list-style-type: none"> • To deliver the vision and achieve high aspirations for achievement and personal development of all pupils across the school. • To develop, maintain and be the specific point of contact for outside agencies to ensure ongoing effective partnership relationships. • To undertake line management responsibilities as directed by the Vice Principal. • To liaise effectively with the DSL to ensure that pupil safeguarding needs are addressed as required. • To lead on the analysis of performance data for areas within this remit and generate reports and commentaries as required for various stakeholders. • To commit to embedding equality, diversity and inclusion in all activities. • To support the Trust's engagement with the DFE Well-being charter. • As appropriate, to undertake training to fulfil the role of a Designated Safeguarding Lead if required.
Education standards	<ul style="list-style-type: none"> • To ensure, in liaison with the Vice Principal, through coaching and mentoring of staff, high standards of learning behaviour across the school.

	<ul style="list-style-type: none"> • To facilitate mentoring support plans and capability processes for staff required to improve professional practice. • To coordinate aspects of the tutor programme which relate to the scope of this role. • To effectively deliver their 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 are implemented to continue the rapid rise in the quality of provision. ○ Deputise for the Vice Principal in their absence. ○ Monitor, promote and support the performance management and appraisal processes across the school. ○ Lead the departmental self-evaluation process and the annual development plan.
Leadership	<ul style="list-style-type: none"> • To consistently deliver high quality leadership to ensure the overall quality of provision at the school through the creation of effective teams. • To provide well informed advice based on sound knowledge of national developments and the views of pupils and their parents/carers to the Senior Leadership Team and the Academy Committee regarding all aspects of the role. • To provide high quality mentoring and coaching to the curriculum leaders and relevant staff. • As appropriate provide high quality mentoring and coaching to Early Career Teachers and Trainees. • To fulfil performance management arrangements and progress professional development for all members of the team. • To ensure all staff understand their role and responsibilities in maintaining good discipline and record keeping. • To provide professional learning on behaviour management as appropriate and create staff guidance to support this. • To support Heads of Department in developing intervention programmes for individuals or groups of pupils to remove barriers to learning or to extend/support their learning.
Behaviour and culture	<ul style="list-style-type: none"> • To provide assurance that procedures are undertaken for recording, monitoring, analysing and acting upon a range of data including referrals and academic records. • To ensure data is used effectively to enable senior and middle leaders to: <ul style="list-style-type: none"> ○ Track pupil overall attainment and achievement on a regular basis. ○ Evaluate the quality and appropriateness of pupils' overall negotiated learning plans and identify when intervention is necessary (e.g. when underachievement is identified, additional challenge is required and/or links needed to outside agencies). • To ensure pastoral policies (e.g. behaviour) are implemented effectively and consistently. • To oversee the provision for pupils with alternative arrangements and off-site provision.

	<ul style="list-style-type: none"> • To monitor standards of behaviour by different groups and feed this information into the schools self evaluation process. • To lead on Anti-Bullying and ensure that necessary aspects of this are covered within the school's programme. • To ensure systems are in place for tracking and reporting bullying, discrimination, racism. • To ensure the routines within school are embedded for a culture of high expectations, and oversee the rotas for staff related to this. • To assist line management of the staff within pastoral and behaviour teams and ensure these teams work effectively to deliver on school targets and priority areas. • To work with all necessary external agencies to ensure pupils are safe, cared for and supported.
Other	<ul style="list-style-type: none"> • To provide effective liaison with the senior teams across the school to ensure coherence between the school's priorities for sustained improvement and for the smooth day to day running of the school. • To provide quality assurance that all staff adhere to all school processes and procedures. • To ensure sound financial management of own budgets. • To undertake an appropriate programme of teaching in accordance with the duties of an Assistant Principal. • To work with parents / carers and other stakeholders in relation to pastoral support and behaviour matters. • To ensure all tracking systems are in place for pastoral and behaviour focused pupil plans. • To collaborate with the careers facilitator, relevant outreach programmes and external agencies. • To develop 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 behaviour and attitude. • To contribute to the Annual Development Plan, the Self Evaluation Form, Principal's Reports, and Strategic Plans. • To undertake other similar activities that may fall within the scope of the post as directed by the Principal or line manager.

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 any way possible, in accordance with the role, support students to achieve their potential
- In any way 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 and Barring Service) to be undertaken. It is essential you to 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 “spend” under the provisions of the Act.

Person Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none">First degree or equivalentQTS	<ul style="list-style-type: none">Postgraduate qualification or working towards
Experience	<ul style="list-style-type: none">Proven teacher, leader and educational strategistOutstanding classroom practitionerProven experience of raising standards of behaviour through innovative and collaborative practice	<ul style="list-style-type: none">Direct and successful experience of Ofsted inspection

	<ul style="list-style-type: none"> • Successful involvement in performance management, self-evaluation process / annual development plan • Evidence of designing and implementing effective initiatives for raising pupil behaviour and improving the quality of teaching and learning strategies • Successful working relationships with all stakeholders, including pupils, staff, parents/carers and the wider community • Successful experience in leading and managing pedagogic changes at a team, and preferably whole school level • Proven practice in leading, motivating and supporting staff to achieve high standards 	
Skills, Knowledge	<ul style="list-style-type: none"> • Able to lead, motivate and develop people of all ages to work individually and in teams • Able to analyse and use data to establish benchmarks and set challenging targets for improvement on an individual, team, department and pupil level • 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 • Ability to 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 in innovative ways in order to improve standards 	<ul style="list-style-type: none"> • Able to plan strategically for the future including teaching strategies and staff deployment

Personal qualities and attributes	<ul style="list-style-type: none"> • Able to evidence a commitment to on-going personal and professional development • A highly professional and positive role model acting as an ambassador for the Trust at all times • Possess integrity and relate appropriately to inspire commitment, enthusiasm and confidence from staff, pupils, academy committee members and parents/carers • Evidence of life-long learning and an understanding of the importance of new ideas, taking appropriate risks and using challenges as an opportunity to grow and learn • A willingness to embrace and celebrate the ethos and values of the school • Respectful towards all pupils, with an unshakable belief in their entitlement to the highest equality education and ability to achieve whatever their personal circumstances 	
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Signature

Date

Name