**Trinity Academy Bradford**

**JOB DESCRIPTION**

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| **Post Title:** | Assistant Principal: Behaviour, Safeguarding and Attendance ) |
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| **Salary:** | L12 – L16 |
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| **Core Purpose:** | 1. *To* ***strategically lead*** *the direction and development of the academy in accordance with the ethos and vision of the sponsors.* 2. *To* ***raise standards*** *of student attainment and achievement across the academy by:*  * *providing strategic leadership for all aspects of Behaviour for Learning.* * *developing systems and enhancing Student Engagement* * *developing effective partnerships with all Children’s Services* * *ensuring high quality CP and Safeguarding practices are embedded within the life of the academy* * *developing and enhancing the teaching practice of others.*  1. *To* ***effectively evaluate*** *the impact of (b) and strategically* ***plan for improvement*** *by contributing to the management and deployment of all financial and physical resources in the academy.* |
| **Reporting to**  **Responsible for** | Vice Principal  Pastoral team  SLT Link to curriculum area  Line management responsibility for identified middle leaders  Site team |
| **Liaising with** | SLT, governors, other relevant staff with cross-academy responsibilities, partner primary schools, other academy partners and parents. |
| **Core Duties:** | |
| **Leadership:** | * To be accountable for embedding and developing a Behaviour for Learning (BfL) strategy that promotes a positive learning environment throughout the academy. * Strategically lead on the effective running of the BfL policy, including intervention strategies and evaluation of impact on a day-to-day basis. * To work in partnership with the Principal and Student Support Team to maintain excellent student attendance. * To be accountable for the development of effective partnerships with all Children’s Services. * To work in partnership with the Principal and Student Support Team on all Child Protection issues, including the CPD of all staff. * To work in partnership with the Principal on the strategic development of student welfare services. * To work in partnership with the Principal on and evaluate the Safeguarding practices adopted by the academy. * Line management of identified staff and SLT Link for an identified curriculum area. |
| **Curriculum** | * To take a leading role in developing and creating a modern, innovative, and relevant curriculum to raise aspiration and achievement. * To create structures to ensure that teaching and learning is innovative and of high quality throughout the academy. * To lead on the creation of an impactful conduct curriculum and deliver relevant coaching an CPD to pastoral workers. * To contribute to developing a programme of enrichment extending the academy experience beyond the limits of formal teaching. * To contribute to a strong personal development curriculum delivering whole school and targeted intervention. |
| **Learning** | * To keep up to date with national developments in pedagogy. * To conduct ‘learning walks’ and other learning evaluation strategies in accordance with academy policy. * To ensure that challenging targets are set, understood and used effectively to raise standards of attainment. |
| **Staff Development** | * To undertake Performance Management Review(s) and to act as reviewer for other academy staff. * To participate in the interview process for teaching/pastoral posts when required and to ensure effective induction of new staff in line with academy procedures. * To participate in the academy’s teaching school programme. |
| **Assessment** | * To evaluate the performance data provided and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken. * To provide all relevant bodies with robust information relating to the academy’s performance and development. * To contribute to intervention and mentoring strategies. |
| **Communication** | * To ensure that all members of the academy are familiar with its aims and objectives. * To ensure effective communication/consultation as appropriate with the parents of students and other relevant stakeholders. * To liaise with partner schools, Higher Education Institutions, industrial links, governors and other relevant external bodies. * To represent the academy’s views and interests in a professional manner. |
| **Marketing and Liaison** | * To contribute to academy liaison and marketing activities, e.g. the collection of material for press releases. * To contribute to the development of effective links with partner schools and the community; attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events. * To actively promote the development of effective links with external agencies. |
| **Management of Resources** | * To assist the curriculum leaders to identify resource needs and to contribute to the efficient/effective use of physical resources. |
| **Pastoral System** | * To ensure the Behaviour for Learning strategy is implemented in the academy so that effective learning can take place. * To be accountable for effective and proactive attendance systems. * To oversee the monitoring of student attendance and progress in relation to targets set for each cohort, ensuring that appropriate action is taken where necessary. * To act as a SLT link to a phase to carry out the duties associated with that role as outlined in the generic job description. |
| **Operational** | * To promote teamwork and to motivate staff to ensure effective working relations. * Line management of the Pastoral Team |

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| **Other Specific Duties:** |
| All SLG will have generic responsibilities, such as a ‘hands-on’ role in the day-to-day management of the Academy e.g. maintaining a presence around the academy throughout the day. All SLT will also:   * contribute to the strategic leadership and management of the academy in order to develop an ethos and culture of high expectations * model the ethos and vision for the Academy * line and performance manage identified staff and teams * coach and develop the staff and students for which they are accountable.   Many specific responsibilities will require collaborative working with other SLT and middle managers, which the SLT member will develop proactively.  Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description  This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. |

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| **PERSON SPECIFICATION** | | |
| **Job Title: Assistant Principal: Behaviour, Safeguarding and Attendance** | | |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * education to degree level or equivalent * QTS and GTC registered * an excellent track record of recent, relevant professional development * responsibility for an area of whole school performance * significant pastoral experience | * innovative use of resources * working with young people and inner city communities |
| **Leadership & Management** | * experience of working as a strong leader and as a member of a team in and educational setting * experience of leading pastoral systems and teams * innovative approaches to working with students, parents, staff and other stakeholders * initiate, lead and manage change programmes * prioritise, plan and organise * direct and co-ordinate the work of others * set high standards and provide a role model for students and staff * deal sensitively with people and resolve conflicts * a commitment to an open and collaborative style of management | * motivate all those involved in the delivery team * liaise effectively with other organisations and agencies |
| **Knowledge & Understanding** | * the principles behind the Core Purpose in the JD and their potential for raising standards * the principles and characteristics of effective academies * the principles and practices of strategic and operational planning and delivery * effective review and evaluation procedures | * different methods of consulting with stakeholders * professional and community links * the application of ICT to effective management and learning * strategies for ensuring equal opportunities for staff, students and other stakeholders |
| **Communication Skills** | * communicate the vision of the academy to a range of stakeholders * negotiate and consult fairly and effectively * develop and manage good communication systems * communicate effectively orally and in writing to a range of audiences | * develop, maintain and use an effective network of contacts |
| **Decision Making and Judgement Skills** | * make decisions based on analysis, interpretation and understanding of relevant data and information * demonstrate good judgement * demonstrate evidence of making effective pastoral decisions | * think creatively and imaginatively to anticipate, identify and solve problems |
| **Personal qualities** | * a commitment to inclusive education * evident enjoyment in working with young people and their families * empathy in relation to the needs of the academy and the local community * ability to inspire confidence in staff, students, parents and others * adaptability to changing circumstances/new ideas * reliability, integrity and stamina * personal impact and presence * prioritise and manage own time effectively * work under pressure and to deadlines * seek advice and support when necessary | * achieve challenging professional goals * personal ambition and potential for further promotion * intellectual ability and curiosity * determination to succeed and the highest possible expectations of self and others * vision, imagination and creativity * resilience and perspective |