



JOB DESCRIPTION

Job Title:	Assistant Principal – Behaviour
School:	The Cornerstone Academy
Responsible to:	Vice Principal
Responsible for:	Assistant Head of Year / Head of Year

Purpose:

To work with the senior leadership team to define and maintain the vision, ethos and direction of the pastoral provision and support for behaviour and attitudes across the school. The Assistant Principal will oversee interventions, use of sanctions, rewards and pastoral support to improve behaviour and conduct of students. They will support teacher and staff development so that they can apply policies and systems in a way that improves student engagement with school and learning.

Assistant Principal

- To assist the Principal and Vice-Principals with the day-to-day smooth running of the school.
- Be a high-profile visible presence during the school day and at school events.
- Represent the school within the local and wider community as required.
- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.
- Build positive and respectful relationships across the school community including with parents/carers.
- Report to stakeholders e.g. governors or parents on successes, achievements as required.

Behaviour and Pastoral

- Implement effective strategies to promote positive behaviour across the school, fostering a culture of respect and responsibility and developing the TCA values.
- The development of a behaviour curriculum and implementation of this to continue to develop the school ethos.
- Review and develop the school's policies related to behaviour, pastoral care and uniform.
- Develop a range of systems and procedures to ensure that barriers to learning are identified, addresses and monitored.
- Monitor, evaluate and report on Behaviour (including rewards and sanctions) and exclusions, bullying and racist incidents.
- Review and develop the school's systems and processes for rewarding students.
- Oversee interventions and outreach to external agencies.
- Lead on suspensions and permanent exclusion investigations and associated paperwork.
- Line manage Heads of Year and Assistant Heads of Year.

- Work closely with teachers, parents, and external agencies to create a collaborative network focused on the welfare and progress of each student.
- Lead and develop staff training related to behaviour management and school culture and ethos.
- Work closely with the Assistant Principal: Attendance to support students and remove barriers to learning.
- Work closely with the SEND team to ensure inclusivity at all points.

STRATEGIC DIRECTION AND DEVELOPMENT

- Drive the raising of attainment through high expectations for staff and students.
- Establish the philosophy, aims and objectives of the Head of Year and Assistant Head of Year teams ensuring that they reflect those of the school.
- Identify priorities for development of the pastoral team and ensure plans are developed, implemented, have impact and are reviewed.
- Ensure effective 2-way communication between the Head of Year and Assistant Head of Year and School Leadership (including Governors).
- Review, develop and promote the positive behaviour ethos across the school through high expectations for staff and students.
- Ensure that whole-school policies are incorporated into relevant documentation, implemented and reviewed.
- Be responsible for Quality Assurance processes and procedures across the team and responsibility for driving improvements that ensue from findings.

LEADING AND MANAGING STAFF

- Lead staff in line with School's high expectations.
- Monitor performance of all staff and act to ensure high standards of performance and professionalism.
- Promote the development and training of the Assistant Head of Years, including participation in performance review arrangements and the supervision of newly appointed team members.
- Ensure that effective formal and informal communication channels are maintained.
- Work with others to create a positive climate and shared culture of mutual support.
- Hold regular team meetings, twilights and other support meetings.
- Monitor the effectiveness of other members of the team and negotiating and implementing an improvement plan where appropriate.
- Build an effective team through effective delegation of appropriate tasks, department responsibilities and duties.
- Manage own workload and that of others to allow an appropriate work/life balance.
- Ensure all team members are treated with equity and respect and be proactive in supporting all team members regardless of their need.
- Take time to listen to the views of team members.
- Celebrate successes of team members – both work related achievements and life events.
- Have highest aspirations for staff and students.

EFFICIENT AND EFFECTIVE DEPLOYMENT OF RESOURCES

- Keep the team's spending within budget and ensuring that stock and equipment are well cared for and economically used.
- Supervise the work of support staff and delegating administrative tasks where appropriate.

ACCOUNTABILITY

- Oversee the health & safety of students and staff.
- Liaise with the Assistant Principal: Attendance and the Vice Principal through RAP progress meetings in all matters concerned with behaviour, alternative provision, inclusion, student support and attainment.
- Direct efforts towards improvement as well as day-to-day maintenance; take appropriate action when performance is unsatisfactory.
- Accept responsibility for problems that may arise and actively seek solutions.

ADDITIONAL SPECIFIC RESPONSIBILITIES

- To undertake whole school Leadership responsibilities such as assemblies, duties.
- Represent The Cornerstone Academy at Behaviour and Attendance meetings when appropriate.

GENERAL DUTIES

- To carry out a share of supervisory duties in accordance with published rotas as required.
- To participate in appropriate meetings with colleagues, parents, Governors and outside agencies relative to duties.
- To carry out any other reasonable duty that are directed by the Principal.

This job description is intended as a general guide to the duties attached to the post and is not an inflexible specification. It may therefore be altered from time to time to reflect the changing need of the Academy, always in consultation with the post-holder.

Every member of staff at The Cornerstone Academy has a responsibility to promote and safeguard the welfare of children and young people with whom they come into contact.

**We take the safeguarding of students and staff seriously at The Cornerstone Academy
All staff are expected to support this ethos.**

Prepared by: The Cornerstone Academy

Date: May 2026

*I confirm that I have read and understood the details contained within this job description.
understand that by signing this document, I agree to the terms and conditions contained within it.*

Signed	
Print Name	

Dated	
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PERSON SPECIFICATION

Job Title: Assistant Principal – Behaviour

Qualifications measured by application	Desirable	Essential
Degree or equivalent		
Qualified Teacher Status		
Engagement with formal professional development courses		

Experience measured by teaching, application & interview	Desirable	Essential
Evidence of successful classroom practice		
Effective performance management		
Experience of leading whole school development		
Evidence of work which has led directly to positive outcomes for students at year group or whole school level.		
Effective understanding of school improvement planning		
Experience of contributing to staff development		
The ability to role model high quality teaching and support others to improve.		
Involvement in school self-evaluation and improvement planning.		

Leadership and Personal Qualities	Desirable	Essential
Excellent communication and organisation skills		
Successful leadership experience (middle or senior level)		
Committed to an ethos of high standards, personal fulfilment, and academic success.		
A forward-thinking strategist		
Have strong behaviour management and can deconstruct strategies to support others.		
Capacity to inspire through leadership, energy, and vision.		
An ability to relate well to our whole community.		
Able to react positively to challenges seeing them as opportunities rather than barriers.		
Committed to always maintaining confidentiality.		
Committed to safeguarding and equality.		
An ability to engage with and evaluate data to identify trends, narratives and actions.		
A willingness to engage in reflection to improve practice.		
Eager to acquire further skills.		
A sense of humour and an ability to remain calm under pressure.		

Professional Development measured by application & interview	Desirable	Essential
Evidence of relevant professional development,		
A commitment to developing professional skills		

Teaching & Learning measured by application & interview	Desirable	Essential
Understanding key issues relating to Teaching and Learning		
Understanding of the impact of rewards and sanctions		

Organisation measured by application & interview	Desirable	Essential
Well organised and able to work to deadlines.		
An ability to work under pressure and multitask effectively whilst maintaining a strategic outlook		

Management Skills measured by interview	Desirable	Essential
An ability to establish positive and sensitive interpersonal relationships within the community.		
An ability to lead a team, involving people and delegating appropriately.		
An ability to work under pressure, plan time effectively and meet required deadlines.		
A clear awareness of whole school management issues		
An understanding of the management of change		
An understanding of people management		
Experience of effective self-evaluation methodology		
Able to articulate/evaluate impact to both internal and external professional		

Safeguarding measured by interview	Desirable	Essential
Ability to safeguard and promote the welfare of young people		
Has a good understanding of safeguarding		
Can contribute towards a safe environment		

Skills / Abilities measured by application & interview	Desirable	Essential
Able to communicate with a variety of stakeholders (e.g. governors, colleagues, parents, external agencies)		
Able to use IT to support both the curriculum and work organisation.		
Able to work as part of, and contribute to, a whole school multi-disciplinary team.		
Able to monitor and evaluate provision quality and school policy		
Able to assess the needs of individuals to inform the targeting of individual needs		
Able to communicate with a variety of stakeholders (e.g. governors, colleagues, parents, external agencies)		