



### Job Description

<b>JOB TITLE</b>	<b>Assistant Principal</b>
<b>PHASE</b>	<b>Secondary</b>
<b>SALARY GRADE</b>	<b>Leadership Scale 13-17</b>
<b>REPORTING TO</b>	<b>Principal/Deputy Principal</b>
<b>RESPONSIBLE FOR</b>	<b>Curriculum &amp; Teaching (Key Stage 3)</b>

### Job Purpose

The Assistant Principal Curriculum & Teaching (Key Stage 3) will play a key role in the strategic leadership and day-to-day management of the school, with a clear focus on securing strong academic outcomes for all pupils. The postholder will lead on raising attainment and progress at Key Stage 3 so that all pupils are prepared for GCSE/L2 study or bespoke alternative curriculum can be provided. Under the direction of the Principal and Deputy Principals, the post holder will have strategic overview of student data at Key Stage 3 through an evidence-led approach using sharp assessment, diagnostic analysis and high-quality teaching to translate systems into measurable impact. The Assistant Principal will work to develop a culture of academic excellence in which all students are encouraged to be their best selves. They will help develop an ethos of high expectations for staff and students and lead on ensuring that assessment and reporting at Key Stage 3 is a priority for all staff.

### Duties and Responsibilities

**The Assistant Principal will:**

- Play a key role in delivering the Academy's vision and values.
- Be a member of the Senior Leadership Team (SLT) under the direction of the Principal/Deputy Principals.
- Have an exemplary and proven track record of leading on aspects of school improvement, particularly in data systems, reporting and assessment.
- Establish with the Principal an ethos and culture of high expectations.
- Provide professional leadership and management of data systems, reporting and assessment policies and practices across the Academy at Key Stage 3.
- Lead the strategic implementation of RISE improvement plans at Key Stage 3 across all subject areas with regards to curriculum and teaching and learning.
- Work with others, in particular Curriculum Team Leaders, the SLT and Extended SLT and be responsible to the Principal & Deputy Principals for evaluating the Academy's academic performance at KS3, including identifying the priorities for continuous improvement and the raising of standards.
- Lead Key Stage 3 assessment analysis meetings.



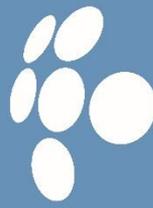
- Data analysis of core data drops – identification and early intervention of cross-over pupils.
- Ensure robust, linear assessment is in place across all Key Stage 3 year groups in line with principle of backwards design and incremental challenge
- Quality Assure all key stage 3 assessments including Year 9 Exams.
- Effective and timely communication of all assessment and curriculum developments at Key Stage 3.
- Lead the transition process from Key Stage 2 into Key Stage 3 liaising with RISE teams, primary schools and external organisations together with staff at Paignton Academy.
- Work with Curriculum Leaders to develop the Key Stage 3 curriculum ensuring each foundation stage develops students' core knowledge and skills focusing on academic excellence for all.
- Work with the SENDCo and SEND teams to ensure that adaptive teaching, inclusion and any intervention at Key Stage 3 is robust and in line with the Academy's values and vision.
- Work with the Assistant Principal (Key Stage 4 and outcomes) to oversee the options process for students in year 9 focusing on academic excellence for all.
- Report to the Principal to demonstrate that the delivery of the Key Stage 3 curriculum is impacting on whole school improvement.
- Strategic oversight of the Reading Strategy at Key Stage 3 and work with the Lead Practitioner (Reading) to develop robust and highly visible reading strategy and reading culture at Key Stage 3.
- Demonstrate the school's vision and values in everyday work and practice.
- Organise staff training in areas of responsibility as appropriate.
- Implement and support all Academy policies.
- Ensure that the Academy aims are put into practice and lead the drive for continuous improvement.
- Be responsible for raising standards of attainment, learning and progress to ensure all students receive high quality lessons.
- Secure the highest standards of teaching and learning to ensure that each student is able to achieve and fulfil their potential.
- Act as an inspiring role model for the quality of teaching, learning and assessment.
- To line-manage nominated staff / Faculties / Departments / Curriculum Leaders.
- Ensure teachers are supported and motivated in their continued professional development by identifying strengths, areas for growth and opportunities for development.
- To ensure that the Academy is a safe, calm and purposeful learning community for all.
- Teach designated classes according to the requirements of the timetable.

#### **Day to day management of the school**

- In conjunction with the Senior Leadership Team, seek to build a successful academy through effective collaborations.
- Provide effective organisation and management of Key Stage 3 data systems and examinations.
- Lead on curriculum and assessment at Key Stage 3 through effective working with the Principal and the rest of SLT along with Curriculum Leaders.



- Oversee the day-to-day management and organisation of the Academy with regards to daily routines, parental engagement and communication.
- Provide professional leadership and management at a strategic level for the Academy including developing and implementing policies and practices, establishing a firm foundation from which high standards in all areas of the Academy's work are attainable.
- Provide effective organisation and management of the Academy and, where required, work with the Principal to seek ways of improving organisational structures and functions in line with legal requirements based on rigorous self-evaluation.
- Help the effective operation of the Governing Body by providing data and information as appropriate.
- In conjunction with the Principal, recruit, retain and deploy staff appropriately and support them in managing their workload to achieve the vision and goals of the Academy.
- Work with others and be responsible to the Principal for evaluating the Academy's performance, including working with Curriculum Leaders in identifying the priorities for continuous improvement and the raising of standards at Key Stage 3.
- Report to the Principal to demonstrate that resources are efficiently and effectively used to achieve the Academy's aims and objectives.
- Ensure the Academy and the people and resources within it are organised and managed to provide an efficient, effective, inclusive and safe learning environment.
- Be accountable to the Principal and the Governing Body for providing senior leadership and direction for the Academy and ensuring that the Academy is managed and organised to meet its aims and targets securing accountability.
- Ensure that the Academy is constantly 'Ofsted-ready' and can evidence the impact of its initiatives at Key Stage 3.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in keeping with professional growth priorities.
- Use a range of evidence including national data and own academy performance data to support, monitor, evaluate and improve aspects of school life, including challenging poor performance.
- Work closely with the SLT recognising their joint role in leadership and in securing the accountabilities of the Academy.
- With SLT, ensure every student has access to the highest quality teaching and learning to enable them to achieve.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals ensuring clear delegation of tasks and devolution of responsibilities.
- Regularly reviewing own practice, set personal targets with the Principal and take responsibility for own personal development.
- Manage own workload and support others to manage an appropriate work/life balance.



### **Community**

- To work with other leaders and managers to develop a diverse and rich curriculum at Key Stage 3 for the Academy and wider community.
- To implement and be responsible for a range of Academy and wider community based learning experiences.
- To work in partnership with a range of outside agencies.
- Engage with the Thinking Schools Academy Trust community to secure quality and entitlement of provision for all students, promotion of the Thinking Schools network, maintain and develop with the Principal effective links with the community, local primary and secondary schools and other partners.
- Promote the internal and external high expectations, perceptions and standards of the academy to the wider community.

### **Teaching and Learning**

- With the Assistant Principal for Thinking Teaching and Learning, set high expectations of students, and ensure teachers set targets that accelerate progress and appropriately stretch and challenge their learners.
- Work collaboratively to ensure excellent teaching and learning is in place throughout the school.
- Be an excellent classroom practitioner.
- Teach as required to support children's access to an appropriate curriculum.

### **Leadership and management**

- Work with the Principal and Governors to ensure the Academy meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Contribute to the school development plan and whole-school policy.
- Lead the professional growth programme for designated areas of responsibility.
- Actively promote equality of opportunity by working as part of SLT in ensuring the Academy's curriculum provides the best possible education for all its pupils, considering ethnicity, gender, SEND, EAL, and emotional needs that may affect learning.
- Participate in recruitment and selection, as agreed with the Principal
- Carry out leadership and management tasks in accordance with Academy policy and practice.
- Contribute to whole-school curriculum to ensure stretch and challenge as well as accessibility and the right to a broad and balanced curriculum.
- Support with the induction of new staff.

### **Other responsibilities**

- To attend meetings and to lead such meetings as required.
- To attend school events as directed by Principal.
- To lead whole-school assemblies and to support other staff with assemblies.
- To prepare and present reports, as required by the Principal, to governors, parents and other relevant outside agencies.



- Line Management of staff as directed.
- Liaise with HODs, HOHs and other relevant staff to address underachievement in subjects and of key groups.

**The AP Curriculum & Teaching (Key Stage 3) will undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the CEO, Regional Director of Education, Principal and Governors, including deputising for other members of the school leadership team in their absence.**

**As the role is paid on the Leadership range, the AP will be required to carry out duties outside of 1265 hours as appropriate.**

**The AP Data Systems and KS3 will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.**



### Other Duties and Responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

#### **Thinking, Teaching and Learning**

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; most able; EAL; disadvantage, disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject).
- Implement the expectations of Reading and Writing in all areas of school life and expect high levels of pupil oracy and engagement in proficient spoken language.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure pupils' progress.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Implement all Thinking strategies consistently across all areas of school life to a high standard. Be an advocate for Thinking and ensure that you maintain the standards expected of you in this area.
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document.

#### **Behaviour and Safety**

- Follow the school's behaviour policy, and other policies associated with ensuring the safety and wellbeing of all members of the school community.



- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Carry out playground and other duties as directed to support the smooth running of the school as well as pupil safety, wellbeing and social interactions.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol /procedures.
- To register students, accompany them to assemblies, encourage their full attendance and participation in other aspects of school life.

#### **Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.

#### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/carers with regard to pupils' achievements and wellbeing using school systems/processes as appropriate.
- Communicate and co-operate with relevant external bodies.
- Provide enrichment and extra-curricular opportunities for students to increase their cultural capital.
- Make a positive contribution to the wider life and ethos of the school administration.



- Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

#### **Professional development**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- Proactively participate with arrangements made in accordance with The Trust's Professional Growth Policy.

#### **Other Areas of Responsibility at Goodwin Academy**

- Be supportive of change and development of the new school and be an advocate for our ethos and values.
- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the Principal  
Generic Duties relevant to all members of Staff.

#### **Generic Duties relevant to all members of Staff**

##### **The Trust**

- The ethos of our Trust is "Transforming Life Chances". All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct".
- You will be based at Cedar Children's Academy. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

##### **Teaching and Learning**

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business.
- This may mean undertaking tasks outside of your area of responsibility where required.

ICT



- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use.
- Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

#### **Health and Safety**

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

#### **Safeguarding**

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.

#### **Equal Opportunities**

- To actively promote the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place, maintaining awareness of and commitment to Equal Opportunity Policies in relation to both employment and professional relationships.

#### **Data Protection**

- Ensure confidentiality of personal data at all times by sharing, processing, obtaining and advising on data in line with Trust Data Protection policies and procedures. Having due regard for the high level of personal and special category data processed within your role.



- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach, they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of an Assistant Principal Curriculum & Teaching (Key Stage 3) within Thinking Schools Academy Trust

Name:.....

Signed: .....

Date: .....