



Wyedean

School and Sixth Form Centre

Aspire together, achieve together
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Required for September 2022

Assistant Principal: Director of Sixth form

(Leadership Scale 11-15)

Trustees wish to appoint an experienced leader and outstanding practitioner to continue to improve standards of teaching and learning and outcomes for students in the sixth form.

To apply, please complete the application form and write no more than 1000 words, outlining how you would provide both continuity and challenge for the Leadership Team and the school over the coming year. Closing date: Friday 10th June at 9am, interviews will be held w/c 13th June.



Postholder	Assistant Principal: Academic
Line Manager:	Principal
Responsible for:	Outcomes and student progress 16-18 Target setting and data management at KS5 Sixth form Centre
Pay Scale:	L11-15
Main Purpose:	To actively contribute as a senior leader ensuring the highest standards of pastoral care, support and guidance within our inclusive ethos and culture.

The successful candidate will:

- Ensure a sustained focus on student achievement and progress at sixth form
- Hold oversight of all target-setting processes
- Work closely with the DSL to create a culture of safeguarding excellence across school but with a particular focus on sixth form
- Work with Middle Leaders to support the tracking of student achievement and progress and associated interventions
- Ensure Middle Leaders are able to identify areas of underperformance and ensure that they have a clear strategy to improve student outcomes
- Evaluate the outcomes of students at key reporting points for a range of audiences including Trustees, Leadership and Middle leaders at KS5
- Hold Learning Area Leaders to account for student outcomes
- Line manage the Deputy Director of Sixth form and Sixth form centre team
- Line-manage Learning Area Leaders

The role

Sixth form strategy

- QA Overview for sixth form Overall attainment QA
- Recruitment overview
- UCAS
- Post 16 CIAG
- Pupil Premium
- Middle Leadership: Sharing vision and key deliverables
- SEND and MA (EPQ/MDV/Lecture series)
- Student Council

Year 12:

- Year 11 recruitment
- Year12 data and achievement
- Intervention strategy
- Coaching and mentoring

Year 13:

- Year 13 data and achievement
- Intervention strategy
- Coaching and mentoring
- Post sixth form careers guidance
- Pastoral and Enrichment Programme Overview with Ass HOY
- Induction week organisation

Policy

Implement, monitor, review and recommend annual changes to relevant school policies. Report on policy changes at Governor meetings.

School Leadership

As part of the Senior Leadership Team (LT):

- contribute to the development of the school SIP and strategic development planning
- develop the strategic vision and direction of the School which is based upon a detailed understanding of the needs and relevant external influences
- lead and oversee the development and implementation of new projects and initiatives as agreed
- build middle and senior leadership capacity and skills
- accelerate the impact of attendance strategy to secure an overall attendance rate above 95% and above and Improve punctuality statistics
- liaise effectively with all stakeholders, including parents/carers, feeder schools, secondary schools, business and community partners in line with strategic objectives
- play an active role in raising the hopes, aspirations and ambitions of our students, their families and carers and the local community.
- contribute to support programmes for students and staff that may, on occasion include weekend and holiday periods.
- communicate the strategic vision effectively with all stakeholders so that there is a clear understanding of high expectations, aspirations and ambitions for all.
- as a senior subject teacher, the postholder is expected to set high standards for classroom environment and practice and meet relevant parts of the classroom teacher job description
- have a teaching commitment in line with Assistant Principal status.

General Accountabilities

So far, as is reasonably practicable, the postholder must:

- give safeguarding and safety the highest priority: ensure that safe working practices are adopted by employees and in premises/work areas for which the post holder is responsible, in order to maintain a safe working environment for employees and service users. These are defined in the school's Health & Safety Policy, departmental policies and codes of practice.
- work in compliance with the Codes of Conduct, regulations and policies of the School and its commitments to equal opportunities.
- ensure that output and quality of work is of a high standard and complies with current legislation/standard.

Person Specification

	Essential	Desirable
Qualifications	Degree in relevant subject Qualified Teacher status Evidence of relevant CPD	A further degree in relevant subject or evidence of further education/ study NPQSL
Experience of leading an aspect of school improvement in order to 'shape the future'	A person who can lead on significant change within a school A track record of successful impact in raising outcomes either as a subject / department leader or in giving support and challenge to a department / school. Outreach work / supporting other departments / schools	Evidence of involvement in transformational change within a school Experience of coaching to improve practice
Knowledge	Essential	Desirable
Excellent understanding of what makes a school outstanding.	Knowledge of current issues and challenges relating to school leadership Evidence of leading subject / school-based CPD Knowledge of the OFSTED inspection framework Up to date knowledge of the curriculum at key stages 3, 4 and 5 Good knowledge and understanding of current and new examination and testing arrangements/ developments Knowledge of strategies to ensure effective self-evaluation to measure and grow Evidence of implementing effective practice informed by research Knowledge and experience of effective intervention strategies that bring about rapid improvement	Evidence of providing CPD beyond the school Experience and knowledge of both primary and secondary phases Understanding of transformational change strategies

Skills and Abilities	Essential	Desirable
Excellent role model for the school Excellent leadership skills and qualities	<p>Understanding of and commitment to the school's vision</p> <p>Highly resilient and visible leader</p> <p>Able to use data to critically analyse and evaluate school /subject performance</p> <p>Able to provide clear evaluation and strategies for improvement to different stakeholders</p> <p>Able to support others to accurately assess student work and to provide high quality feedback that lead to improvement</p> <p>Able to lead and line manage others effectively to elicit strong performance including other senior leaders</p> <p>Able to provide honest, effective feedback</p> <p>Evidence of improved practice after feedback.</p> <p>Evidence of building a highly functioning team</p> <p>Willing to teach and demonstrate teaching/ leadership skills</p> <p>Able to deliver bespoke CPD to colleagues and trainees</p>	Evidence of innovative teaching based on current best practice

Essential Personal Qualities
<p>Commitment to the safeguarding and welfare of students</p> <p>A belief in 100% achievement and the potential for every student</p> <p>Able to work with commitment, enthusiasm and flexibility under pressure</p> <p>Punctual and well-organised</p> <p>Reflective, resilient and resourceful</p> <p>A commitment to own professional development</p> <p>Excellent communication skills, orally and in writing.</p>