

SIXTH FORM ASSISTANT PRINCIPAL Harris Academy Beulah Hill

Leadership Scale (Outer London) + Performance and Loyalty Bonus
+ Harris Wellbeing Cash Plan + Pension Scheme (TPS)
+ Additional Health Benefits

How To Apply

Please visit www.harriscareers.org.uk to apply online and submit your application. We only accept applications submitted before the closing date via our careers website. Please refer to the last page of this candidate pack and our website for guidance on applying to opportunities within the Federation.

Safeguarding Notice

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our **Policy Statement on the Recruitment of Ex-Offenders.**

Job Purpose

- As a senior leader, to assist the Executive Principal and the Principal in the strategic and operational management, development and leadership of the Academy, and ensure the achievement of our ethos, aims and objectives within the context of the Academy's strategic and development plans.
- To be in charge of a range of responsibilities within the Academy and to develop, maintain and operate appropriate systems for quality assurance in all aspects of our operations.

The exact remit of the new Assistant Principal will depend on the experience of the candidate.

Main Areas of Responsibility

- To create a true learning institution in the academy at all levels.
- To play a major role in formulating the aims and objectives of the academy; in establishing the policies through which they will be achieved and in monitoring progress towards their achievement;
- Lead on and develop the shared vision for the academy;
- Leading the development and maintenance of a high quality positive learning environment to raise standards;
- To take full responsibility for all aspects of teaching and learning in your key area of responsibility.
- To ensure high quality teaching across the academy and particularly in your key areas by monitoring students' work and teachers' planning.
- To work with colleagues to ensure data is used effectively and consistently across the academy.
- To work with the SLT to lead the academy's assessment and reporting programme.
- To support staff in making sure high quality intervention programmes are in place when underachievement is identified.
- To support colleagues and subject leaders in developing schemes of learning, short and medium term planning.
- With the SLT, to develop strategies to enhance teachers' ability to learn and to develop advanced teaching skills in the academy workforce.
- Raise students' aspirations and achievement through personalising learning.
- To ensure the highest standards of achievement for all students, through high expectations and well balanced curriculum.
- Ensure the entitlement of all students to have equal access to and participation in all aspects of the curriculum.
- Ensuring the efficient and effective provision of cross curricular skills, knowledge and understanding by engaging staff in all areas of learning.
- Identifying what are successful learning outcomes and then monitoring students' progress, continuity and progression.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Monitoring, reviewing and evaluating teaching and learning through regular classroom observation.

- To maintain an informed view of standards and of the quality of teaching across the academy by monitoring student's learning and teacher's planning and delivery.
- Challenge under-performance at all levels and throughout all departments ensuring effective corrective action and follow-up.
- To establish, and maintain, the highest possible standards of behaviour, learning and attainment.
- Demonstrate and articulate high expectations and set aspirational targets for the whole Academy community.
- Acting as a role model in the provision of high quality learning, teaching and assessment.
- Coordinating the activities of staff including teaching and learning strategies, curriculum development and effective use of resources.
- To lead and manage staff in an appropriate manner, offering support, encouragement, guidance and advice to ensure effective policy in practice.
- To assist in the implementation of effective procedures to support teachers who are underperforming, responding to the outcomes of this support as appropriate.
- To maintain high morale amongst staff and set an example of professional standards and leadership.
- To contribute to the recruitment, training, deployment and professional development of staff as appropriate.
- To promote and sustain effective management of the Academy environment, its site and buildings.
- To provide information about the work and performance of staff, where this is relevant to their future employment at the academy or elsewhere.
- To chair meetings, as appropriate to specific roles, ensuring effective consultation, delegation of responsibility and successful implementation of outcomes.
- Liaising with partners and other key providers to ensure learners have access to the best learning opportunities available.
- To work effectively with our partners, to the benefit of all students' education.
- To undertake the professional duties of the Principals or members of the SLT in the event of their absence from academy as required.
- To carry out line management responsibilities as directed by the Principals.
- Directly line manage 6th form provision ensuring the highest standards of teaching, learning and achievement is achieved.
- To lead in the monitoring, evaluation and review of standards, provision and pastoral care (tutoring, behaviour and attendance) within 6th form.
- To undertake a careful analysis of 6th form examination results and monitoring data to identify strengths and areas for improvement.
- To write the 6th form SEF and agree targets and ensure a rigorous improvement plan is in place, monitored and evaluated and reviewed termly to ensure targets are met.
- To participate in subject reviews across the Federation and ensure the findings are incorporated into the HABH 6th form improvement plans.
- To work alongside other 6th form federation staff to ensure a broad and balanced curriculum offer is in place that ensures good value for money.
- To work with the Principal/VP 6th form to ensure policies/procedures are clearly communicated and followed consistently at Beulah Hill.
- Deputising for Vice Principal, both in the Academy and where appropriate in external meetings.

Academy Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post.
- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term.
- To participate in training and other professional development learning activities as required.
- To promote equal opportunities and celebrate diversity in all aspects of the academy.
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support and attend academy events such as Open Evening.
- To promote actively the academy's corporate policies.
- To adhere to the academy's Dress Code.
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate.
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies.
- To be aware of and comply with all academy and Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification

Area	Essential	Desirable
Qualifications	QTS (or equivalent) Degree or equivalent	Further degree Evidence of ongoing professional development Experience of working with governors Experience of working in more than one school
Experience	Extensive teaching experience Outstanding teaching practice Successful management experience as Head of Department or member of the SLT Experience of writing department SEF Experience of lesson observations and giving feedback Experience of improvement planning Experience of implementing a range of strategies to raise student achievement, with evidence of success Contribution to impact on the quality of learning and teaching and curriculum Experience of developing and sustaining positive relationships with students, parents, staff and the Governing Body to build consensus support and capacity Proven track record of managing and implementing change in relation to teaching practices and standards A track record of success in leadership and management	
Knowledge & understanding	Ability to use data to analyse performance and manage interventions Understands current position with the 14-19 curriculum. Understands how to plan lessons with challenging learning objectives and outcomes Understanding of Assessment for Learning Effective use of ICT to promote learning Understands the factors effecting learning Understanding of e-learning Strategies to maintain good behaviour and pace Strategies for monitoring and evaluation of standards of attainment Effective development of staff and resources	
Skills and disposition	Personal organisation and time management skills Effective oral and written communication skills Ability to analyse and interpret data effectively and act upon the information Ability to think strategically Ability to work within a team and manage a team Ability to motivate and lead students and staff Ability to analyse issues and identify solutions Vision and ability to manage change successfully	
Personal Qualities	Ambitious and hard-working Commitment to the wider school community and a willingness to offer extra-curricular activities Commitment to pursue agreed short/medium and long-term strategies to completion Commitment to working with students of all abilities A passion and commitment to an ethos of high expectations, personal fulfilment and academic success Presence and approachability Sense of humour and resilience Enthusiasm for and commitment to the achievement of the Academy/ Federation's overall vision for success at all levels. Motivation to work with children and young people. Ability to build and sustain professional standards, relationships and personal boundaries with children and young people. Emotional maturity and resilience in dealing with challenging behaviours. Ability to contribute towards creating a safe and protective environment. Empathy with the aims and objectives of Harris Federation Willingness to continue professional development. Commitment to maintaining high standards and expectations. Commitment to contributing to academy life as a whole. Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all students.	
Academy Ethos		

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

- 1) Equal Opportunities
- 2) Health and Safety
- 3) General Data Protection Regulations (2018) and Data Protection Act (2018)
- 4) Safeguarding children

Applying For The Position

We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we only accept applications submitted before the closing date via our careers website.

Thank you for your interest in the Harris Federation. We look forward to receiving your application.

Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A CV and/or supporting statement to upload

Help and Support

For our Help and Support completing your application, visit **www.harriscareers.org.uk**

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