

# ASSISTANT PRINCIPAL

## Harris Primary Academy Coleraine Park

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

For a confidential discussion about this post with the Principal, more information or to arrange a visit, please contact the school on 020 8808 2045 or [info@harrisprimarycolerainepark.org.uk](mailto:info@harrisprimarycolerainepark.org.uk)

# Job Purpose

## **Strategic Direction and Development**

- Supporting the vision, ethos and policies of the Academy which secures effective teaching and successful learning and promotes high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability;
- Help lead and manage the creation and implementation of the academy Improvement Plan which identifies priorities and targets for ensuring pupils achieve high standards and make good progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it;
- Establishing the policies through which the academy's aims and objectives shall be achieved; in particular the Assessment policy and evaluating the effectiveness of this in view of pupil progress throughout the academy;
- Contributing to relevant sections of the Academy Improvement Plan and Academy Evaluation Form;
- Ensuring the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting;
- Taking a lead role in enhancing standards of teaching and learning and valuing enthusiasm and innovation in others to raise standards of individual pupil achievement;
- Developing effective partnerships with parents and carers of children from identified groups, keeping them informed of their child's progress;
- Developing and maintaining good relationships with parents, carers and outside agencies and the local community.

# Main Areas of Responsibility

## **Teaching and Learning:**

- Liaising with other Phase and Subject Leaders to ensure pupils experience a programme that is personalised to their particular needs, identified through a robust assessment programme;
- Working with class teachers and support staff in supporting the development of children within the academy;
- Working with relevant staff to build up subject knowledge and expertise in relation to raising standards in literacy and numeracy.
- Acting as a role model for other teachers, modelling effective strategies within them;
- Liaising with other academies/schools and providers to ensure continuity of support and learning.

## **Recording and Assessment:**

- Monitoring the effectiveness of literacy and numeracy provision throughout the academy lesson observations, book scrutinies, planning audits and data analysis;
- Ensuring that literacy and numeracy data is well organised and understood by all stakeholders.
- Setting up systems for identifying, assessing and reviewing pupil progress of pupils and maintain and present up to date records of progress for SEN, EMA, More Able, LAC;
- Monitoring pupils' standards in literacy and numeracy and achievement against academy targets and National Benchmarks

**Leadership:**

- Leading staff development in literacy and numeracy and in conjunction with the Principal, arrange related training in line with the academy schedule
- Line manage staff;
- Monitoring progress, analysing results and taking appropriate action including liaising with the Leadership Team
- Ensuring effective recruitment, deployment and impact of relevant staff;
- Inspiring confidence in teaching and support staff and disseminating good practice in assessment and inclusion practice across the academy;
- Demonstrating the confidence and ability to make management and organizational decisions and ensure equity, access and entitlement to learning;
- Updating the Principal and Governing body on information relating to literacy and numeracy and the quality of teaching;
- Taking responsibility for securing an attractive, effective and safe learning environment in the lower school;
- Attend, lead (as appropriate) and participate in open evenings, curriculum event and pupil performances;
- Sharing responsibility for the smooth day to day running of the academy;

**Maintenance and Professional Standards:**

- Keeping fully appraised and aware of educational and other appropriate developments whether national or local, and assess their impact on the academy and the team for which you are responsible;
- Ensuring the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the academy;
- Ensuring the development and maintenance of a team culture that enables all members of the Leadership Team to be effective in their respective roles;
- Undertake performance appraisal in line with the policy, both as a reviewer and reviewee;
- Ensuring the development and maintenance of a collaborative culture which demonstrates loyalty and integrity towards academy leaders;
- Undertaking any other reasonable professional tasks as directed by the Principal.

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

Attributes	Description	Desirable
<b>Qualifications</b>	First degree plus formal Teaching Qualification or other relevant professional studies	Evidence of ongoing professional development
<b>Experience/Skills</b>	<p>Minimum of 3 years' teaching experience within a culturally diverse environment and producing high quality achievements for all children</p> <p>Evidence of successful management experience of a curriculum area or phase</p> <p>Experience of contributing to problem solving and strategic thinking at a whole academy level with regard to academy improvement and outcomes for children</p> <p>Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching effective use of resources and improved standards of learning and achievement for all pupils across the academy</p> <p>Experience of involvement in assessment, pupil tracking and record keeping</p> <p>Knowledge of relevant pedagogy and curriculum developments in literacy and numeracy</p> <p>Excellent written and oral communication skills</p> <p>Knowledge of the Early Years Foundation Stage Curriculum and the National Curriculum and the principles of effective literacy and numeracy teaching within each key stage</p> <p>Evidence of successful working relationships with parents and carers, Governors, outside agencies and the local community</p> <p>Experience of effective data analysis and target setting</p>	
<b>Special Abilities and Aptitudes</b>	<p>Ability to be well organised, work under pressure whilst maintaining a positive approach to your work and relationships with others</p> <p>A high degree of organisational skills, decision making and use of initiative</p> <p>The ability to motivate, support and encourage staff through a collaborative approach</p> <p>Ability to oversee the pastoral welfare of children across the academy and to promote good behaviour and discipline</p>	
<b>Other Specific job Requirements</b>	<p>Commitment to the Federation Equal Opportunities Policy and acceptance of responsibility for its practical implications</p> <p>An awareness of Health and Safety issues</p> <p>Ability to form and maintain good professional relationships and to work successfully in a team</p> <p>The willingness to commit fully to the whole staff team and the academy's aims and expectations</p>	

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 and Data Protection Act (2018)
- 4) Safeguarding children

**Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.**

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

*If you think a career with us is right for you, discover more at:  
[www.harriscareers.org.uk](http://www.harriscareers.org.uk)*

