



Job description

Assistant Principal – Impact

Responsible to: Vice Principal

This post is subject to the current conditions of employment for School Teachers contained in the School Teachers' Pay and Conditions Document and other current legislation. Roles within the Senior Leadership Team are based around the relevant Headteacher Standards.

This job description may be amended at any time following discussion between the Principal and member of staff, to be reviewed annually. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. 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.

Summary of Role

An Assistant Principal will:

- Be a member of the school's Senior Leadership Team
- Support the Principal in leading and managing the school
- Undertake such duties as are delegated by the Principal

Play a major role, under the overall direction of the Principal and in collaboration with all members of the Senior Leadership Team, in formulating and reviewing the school's improvement plan and its aims and objectives by:

- Establishing the policies through which they shall be achieved
- Leading and managing staff and resources to that end
- Monitoring progress towards their achievement
- Contributing to quality assurance and self-evaluation

An Assistant Principal will be responsible for providing professional leadership which:

- Sustains the school's continuing improvement
- Secures a high-quality education for all its students and enables them to achieve their full potential in terms of academic, spiritual, moral, social, emotional and cultural development
- Engage staff, are aware and take account of the main pressures on them, being realistic and constructive in the way that they manage staff, including their workload
- Forges further collaboration and partnership across local networks

General Duties

- To play a full part in the life of the school community, to support its distinctive aims and Christian ethos and to encourage staff and students to follow this example
- To promote actively the school's corporate policies and to comply with the school's Health and safety policy and undertake risk assessments as appropriate

Detailed responsibilities:

- Work with the Principal to develop and sustain a challenging and clearly articulated vision for the school, which sets high standards for all students, and which is understood, shared and acted upon effectively by students, staff and the Governing Body
- Seek to ensure that the vision underpins the strategic direction of the school and forward planning at all levels
- Work within the school community to translate the vision into agreed priorities, action plans and ambitious goals and targets aimed at maximising every student's personal progress and achievement, whilst promoting ongoing school improvement
- With the Principal, ensure that plans resulting from the strategic direction agreed for the school are rigorously appraised and result in courses of action that are competently implemented and thoroughly embedded
- Contribute daily to lunchtime supervision.
- Support staff in emergency discipline matters, taking action over off-site discipline matters as circumstances arise
- Be seen around the school whenever possible, supporting colleagues and maintaining standards
- Ensure continuing raised standards consistent with the school's drive for continual and sustained improvement

In relation to this aspect of the role the individual is:

- To take responsibility for completion of any relevant sections of SEF and SIP.
- To take responsibility for identified key issues in the event of an Ofsted or SIAMs inspection being called, or external commissioned monitoring and evaluation.

Strategic

- Maintain clear vision, purpose and high expectations focused on impact and student outcomes for all students from Year 7 to Year 13.
- Provide strategic leadership of all aspects of the school's work in relation to Sixth Form provision.
- Take strategic responsibility for developing detailed knowledge and skills across the curriculum and, as a result, students achieve well and this is reflected in results from national tests and examinations
- Inspire, motivate and influence staff to reach the highest standards in all respects
- Be a good role model for all staff and students and be a visible, supportive and challenging senior leader
- Ensure consistent excellence in every area of impact for students who gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study
- Monitor and evaluate the progress of all students through analysis of data: develop effective, targeted intervention strategies and mentoring programmes for students
- Coordinate the reporting to parents and carers through the provision of formal reports and using parent/carers consultation evenings
- Coordinate the organisation of celebration events and prize evenings.
- Write, monitor and evaluate identified elements of the school improvement plan
- Keep abreast of all funding or related curriculum changes which may impact on future curriculum models or have budget implications
- Lead the school strategy for promoting high standards of attainment and maximizing progress.
- Provide leadership of the student progress team
- Lead on the writing of the academy's policies relating to student progress.
- Be an excellent teacher of your specialist subject

Operational

- Member of SLT
- Work alongside SLT on whole school, quality assurance programmes and processes.
- Work alongside other members of SLT on developing highly effective practice
- Produce any documentation and communication with staff, parents, governors and other agencies as appropriate
- Manage any budgets relevant to any responsibilities identified in the job description
- Manage any critical events related to role and support colleagues on SLT in the management of other events as required
- Support tutors in delivering the form time programme.
- Monitor and support vulnerable pupils, referring them to external agencies when necessary
- Ensure health and safety regulations are observed and safe working practices followed

Progress and Attainment

- Promote the general progress and well-being of individual students
- Facilitate the use of a variety of delivery methods which will stimulate learning appropriate to student needs
- Support staff in maintaining discipline in accordance with the school's procedures

Quality Assurance

- Follow school quality assurance protocols to ensure quality learning experiences are provided for students which meets internal and external standards
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

Operational planning

- Manage allocated finances in an effective and efficient way.
- Identify resource needs and to manage the efficient/effective use of resources

Staff Development and Wellbeing

- Take part and where necessary lead the school's CPD programme
- Commit to continued personal development including subject knowledge and teaching methods
- Take responsibility for own professional development and duties in relation to school policies and practices;
- Engage actively in the Appraisal process and where necessary work as appraiser

Management of staff

- Line manage and support the professional development of identified staff.
- Set expectations for staff and pupils in the context of working practices and relationships.

Communications

- Follow agreed policies for communications in the school
- Attend parent evenings, information evenings and other events as required
- Communicate effectively with the parents of pupils as appropriate
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings Blue Coat Sunday and the Civic Service.

Accountability

- Prepare and take an active part in the scheduled meetings of the SLT
- Regular scheduled meetings with the Principal
- Produce regular reports and updates on identified cohort performance as requested and specified by the Principal
- Take a full part in the school Appraisal process
- As per school quality assurance protocols present data to indicate progress towards targets
- Take part in the school Quality Assurance processes including lesson observations and drop-ins as required

Other responsibilities

The postholder will be expected to carry out the following additional responsibilities

- Maintain a teaching commitment of approximately 50% of lessons per week
- Additional specific strategic responsibilities will be added to this job description depending upon the identified needs of the school and the skills of the appointed person
- These specific responsibilities will be identified in the SLT matrix
- The SLT matrix will be reviewed annually in line with identified school improvement priorities

In addition to this job description the postholder will be expected to carry out the role as described in the classroom teacher's job description.

Special Conditions

- Members of the leadership group do not operate on a time-bound contract and are not subject to the working time provisions of School Teacher' Pay and Conditions Document
- A member of the leadership group shall meet the performance threshold standards as specified in the School Teacher' Pay and Conditions Document.
- The duties required of a teacher under this job description shall be such as require the exercise of a teacher's professional skills and judgement.
- Whilst every effort has been made to explain the main duties of the post, each individual task undertaken by the post holder may not be identified.
- The job description is current at the date of issue, but following consultation, may be changed by the Principal to reflect changes in the job which are commensurate with the salary and job title.
- Given the religious designation of the school, all staff are expected to uphold the school's Christian ethos at all times.

Safeguarding Children

Blue Coat Church of England Academy is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including with past employers and the Criminal Records Bureau. If we have any concerns with regards to safeguarding relating to our children, we have a duty of care to report it to the Designated Safeguarding Leads.

Print Name:

Signed:

Date:

Personal Specification:

Qualifications/ Training

- First Degree
- Qualified teacher status
- GCSE Maths and English (Grade A*-C) or equivalent
- Evidence of recent continuing professional development, including safeguarding training

Knowledge / Experience

- A strong track record in curriculum/academic leadership
- Experience of working effectively with teaching and non-teaching staff
- Successful recent experience as a teacher at KS3, KS4 and KS5, with a track record of achieving successful outcomes for pupils of all abilities
- Experience of developing the teaching of others through coaching, mentoring and coaching
- Experience of working constructively to achieve team objectives and deadlines
- Excellent subject knowledge and understanding of school accountability

Skills / Abilities

- Ability to calmly, positively and professionally manage relationships with pupils and their families in line with the school's Christian values
- Sense of humour
- The ability to work on a 1-1 basis with teachers to successfully develop their practise
- Ability to consistently provide a high quality, welcoming and supportive learning experience for all pupils
- Ability to work effectively with people from diverse backgrounds
- Ability to make a positive contribution to the team, valuing and respecting others' expertise and contribution
- Confident IT user
- Ability to manage a demanding workload that goes beyond the normal school day
- Willingness to participate in all aspects of senior leadership

Leadership and Management

The ability to demonstrate:

- An effective leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile.
- Versatility and flexibility in terms of one's own leadership style. To be aware of different management styles and in which circumstances it is appropriate to adopt an alternative approach.
- Strong interpersonal, written and oral communication skills.

Strong organisational skills:

- the ability to delegate
- the use of effective time management
- the ability to prioritise
- Resilience and motivation to lead the academy through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities.
- Genuine passion and belief in the potential of every pupil.
- Strategic thinking and the potential to adopt an entrepreneurial approach to the role.

- An educational vision aligned with the academy's high aspirations and high expectations of themselves and others.
- A clear understanding of the strategies required to establish consistently high standards of results and behaviour in a complex inner city school and commitment to relentlessly instilling these strategies.
- An ambassadorial approach in all dealings with the community and subsequently to be positive and successfully market the academy in the community.
- Confident and effective presentational skills during public speaking.
- Deliver excellent assemblies and open evenings.
- Skilful management and maintenance of working relationships with parents and other stakeholders.
- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance.

Special Requirements

- Responsibility for promoting and safeguarding the welfare of children, young people and vulnerable adults and for raising any concerns
- Ability to form and maintain appropriate relationships and personal boundaries with children, young people and vulnerable adults
- Willingness continuously to update skills and knowledge
- Emotional resilience with a drive to uphold the values and standards of the school
- Flexible approach accommodating changing priorities and working patterns
- Awareness of health and safety requirements relevant to the job