



Star

STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

ASSISTANT PRINCIPAL – INCLUSION

JOB DESCRIPTION

JOB PURPOSE:

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

JOB SUMMARY:

1. Provide dynamic instructional leadership and management by sharing and modelling the school's vision and values in everyday work and practice.
2. Lead on developing a strong pupil culture based driven by access, inclusion, mentoring and well-being.
3. Perform other duties determined in discussion with the Principal.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. Overall Strategic Responsibilities

- 1.1 Work in partnership with the Principal, Senior Leadership Team, Local Accountability Board, staff, students, parents and the Trust in generating the ethos and values which underpin the school enriched by mutual care and respect extending into the local community.
- 1.2 Support the maintenance and enhancement of the school's ethos and mission through own outstanding professional conduct and high expectations of others.
- 1.3 Provide outstanding strategic and operational leadership of all areas of responsibility.
- 1.4 Develop and implement an effective strategy for all areas of responsibility in collaboration with other members of the Senior Leadership Team.
- 1.5 Develop and implement a development plan for all areas of responsibility with clear annual targets agreed with all members of the Senior Leadership Team.
- 1.6 Performance manage all staff with respect to all areas of responsibility for students, through regular meetings, setting of appropriate targets for performance, providing support and challenge and undertaking regular reviews for feedback.
- 1.7 Develop systems and structures for the effective management and administration of all areas of responsibility.

2. Leadership and Management of Inclusion

- 2.1 Develop strategies for Mentoring Programmes, Well-Being and Emotional Intelligence of children.
- 2.2 Develop strategies to ensure the effective safeguarding of children.

- 2.3 Develop and implement strategies to enhance the social, emotional and mental health development of learners.
- 2.4 Develop and manage a programme of mentoring and counselling vulnerable students.
- 2.5 Develop and implement a programme of initiatives that develop learner and staff spirituality.
- 2.6 Develop and promote strategies for securing effective parenting, with particular reference to the safe use of ICT by learners.
- 2.7 Lead the delivery of an 'Every Child Matters' Group to enhance and sustain a bespoke programme of support for learners at-risk in relation to safeguarding, behaviour and attendance.
- 2.8 Lead and Manage Access and Inclusion, supporting and challenging the team to achieve all targets.
- 2.9 Develop and lead implementation of strategies to enhance provision for SEND students.
- 2.10 Lead the completion of provision mapping.

3. Strategic Leadership and Management of Faith and Spiritual Development

- 3.1 Lead and manage systems and processes for FCE and Personal Development and implement development planning for social, moral, spiritual and cultural development.
- 3.2 Lead on the school's preparation for Section 48 faith inspections.
- 3.3 Liaise with the Institute on the delivery of CPD sessions and training related to the FCE.
- 3.4 Implement systems to monitor and keep track of the uptake of FCE activities, including charitable giving.
- 3.5 Contribute to the Trust-wide network of FCE Leads.
- 3.6 Lead on the implementation of the 4Cs: Curriculum, Creativity, Character and Community Framework.
- 3.7 Provide a progressive and globally oriented view of the Islamic faith in relevant, enthusiastic, creative and challenging ways.
- 3.8 Inspire a culture of prayer and/or self-reflection, organise the collective worship programme and provide resources and faith-based materials for lessons or for acts of classroom/collective worship (e.g. weekly Quran circles).
- 3.9 Organise special faith-based events, including the Big Iftaar (opening of fast) events, Hajj and Ramadan activities.
- 3.10 Monitor and celebrate the faith learning of pupils e.g. completion of Hifz ul Quran.
- 3.11 Develop PD and FCE through the assemblies' programme, encouraging staff involvement and commissioning external guests to enhance pupils' spiritual and character development.
- 3.12 Develop a faith-inspired leadership programme.
- 3.13 Organise nature tours, spiritual retreats and excursions.
- 3.14 Lead on the development and delivery of faith-based competitions and challenges.
- 3.15 Be available to pupils, staff, parents and Governors in a faith capacity and liaise with the SLT responsible for Pastoral Support and Well-being to ensure the school has appropriate pastoral support and tarbiyyah mentoring arrangements in place for pupils, especially during times of stress or difficulty (e.g. exam periods, bereavement).
- 3.16 Develop partnerships with faith organisations to meet the faith needs of pupils of non-Muslim faith.
- 3.17 Support the delivery of programmes to enhance the social, moral, spiritual and cultural development of all pupils – Muslim faith, other faiths and none.

3.18 Develop a school twinning programme.

4. British Values and Community Cohesion

- 4.1 Ensure pupils are equipped for life in 21st century Britain, promoting British values and community cohesion.
- 4.2 Develop and maintain links with the wider community, local mosques and faith centres, individuals and organisations that can assist the school in delivering a well-rounded FCE programme.
- 4.3 Foster an environment where pupils feel safe, happy and well, including leading on the development of Prevent-related activities and ensuring that comprehensive training is provided to staff.
- 4.4 Ensure the Trust's values and commitment to equality and diversity are reflected in the ethos of the school.

5. Community Service and Charitable Giving

- 5.1 Inspire pupils to engage in social action and activities organised by the Star Charity, including the foodbank and homelessness campaigns.
- 5.2 Develop pupil leadership and greater awareness through community service and charitable giving.

6. Faculty Management

- 6.1 Provide line management to the Directors of Learning for designated faculties, supporting and challenging them to achieve faculty targets.
- 6.2 Audit all curriculum areas in the designated faculties to ensure statutory compliance, proficient standards of provision, the highest levels of attainment and effective systems and structures.
- 6.3 Support Directors of Learning to enhance assessment for learning and develop more effective curricula in each of the faculties.

7. Relationships with Others

- 7.1 Support Middle Leadership Development.
- 7.2 Participate in the Performance Management Cycle and INSETs.
- 7.3 Participate in the induction of new staff into the school community.
- 7.4 Maintain good working relationships with colleagues, students, parents/carers, Governors, the community and Trust and ensure all communication is consistent with the school's ethos.

8. Other Responsibilities

- 8.1 Lead on the promotion, dissemination, implementation and monitoring of all whole-school strategies.
- 8.2 Provide leadership of the communication of staff briefing notes on a weekly basis.
- 8.3 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 8.4 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 8.5 Contribute to the wider life of the Trust and the Star community.
- 8.6 Carry out any such duties as may be reasonably required by the Trust.

9. Evaluation and Review

- 9.1 Lead the development and management of quality assurance processes ensuring consistency across the school.
- 9.2 Lead the completion and regular submission of the self-evaluation form.
- 9.3 Provide the lead liaison with the Star Academies' Quality Assurer.
- 9.4 Lead the school's preparation for external inspection, such as Ofsted.
- 9.5 Lead the accurate completion of the School Profile.

10. Records Management

- 10.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



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PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview /Task
QUALIFICATIONS				
1.	A degree qualification (2 or above).	E	✓	
2.	Qualified Teacher Status.	E	✓	
3.	Evidence of Continuous Professional Development.	E	✓	
4.	Middle or Senior Management qualification.	E	✓	
EXPERIENCE				
5.	Senior leadership in a school setting.	D	✓	✓
6.	Track record of outstanding learning and teaching practice.	E	✓	✓
7.	Successful and sustained delivery of outstanding attainment and achievement.	E	✓	✓
8.	Innovation and creativity to engage, enthuse and progress learners.	E	✓	✓
9.	Partnership working and collaboration within a school, college or local authority context.	E	✓	✓
10.	Developing and leading the implementation of strategies to sustain whole school/college improvement.	E	✓	✓
11.	Developing and implementing whole-school intervention strategies to sustain and enhance outstanding attainment.	E	✓	✓
12.	Developing and enhancing the curriculum of a school.	E	✓	✓
13.	Management of a curriculum faculty in a school setting.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
14.	Ability to teach to GCSE standard.	E	✓	✓
15.	Ability to teach to A-level standard.	D	✓	✓
16.	Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview /Task
17.	Ability to develop and implement strategies to enhance and sustain whole school initiatives.	E	✓	✓
18.	Ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives.	E	✓	✓
19.	Ability to communicate verbally with, and write reports for, a range of stakeholders, including Governors and external agencies.	E	✓	✓
20.	Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes.	E	✓	✓
21.	Knowledge of curricula, specifications and assessment criteria of Communications, Mathematics or Science related subjects.	E	✓	✓
22.	Ability to work autonomously, prioritise conflicting demands and thrive under pressure.	E	✓	✓
23.	ICT skills to manage and report on performance data to a range of audiences (Ofsted, Governors, parents, staff and pupils).	E	✓	✓
24.	Understanding of contemporary issues relating to safeguarding, pastoral matters and learning support.	E	✓	✓
PERSONAL QUALITIES				
25.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
26.	Commitment to working flexibly outside of school hours to achieve outstanding outcomes for young people.	E	✓	✓
27.	Personal resilience, persistence and perseverance.	E	✓	✓
28.	Highly organised, literate and articulate.	E	✓	✓
29.	Commitment to the pursuit of continuous professional development by oneself and others.	E	✓	✓
30.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
31.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
32.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview /Task
33.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
34.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
35.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓