

Job Description

Job Title: Assistant Principal (Key Stage 1)

Location: Charles Darwin Primary and Nursery

Job title	Assistant Principal (Key Stage 1)
Salary Scale	L3 to L5
Hours of Work	Full Time - 32.5 hours per week
Weeks Worked	52
Responsible to	Principal
Location	Charles Darwin Primary and Nursery

Main purpose of the role

- Reporting to the Principal the Assistant Principal will work as a member of the Senior Leadership Team (SLT) to support the achievement of the Academy vision and goals. They will lead on ensuring the highest possible educational standards.

Organisational relationships

- Line management responsibilities as directed by the Principal.
- Liaison with Trust staff, external specialists and stakeholders, parents, carers, visitors and volunteers.

Principal accountabilities and responsibilities

Overall	To lead in a way that is driven by: • Belief that all pupils can succeed, regardless of background or context • Belief in principles of inclusion • Belief that all pupils have an entitlement to a high-quality, academic curriculum, based on powerful knowledge • Belief that all pupils should have access to rich cultural pursuits in the arts or sport • Sense of moral responsibility To ensure: • Smooth day to day running of the school, including leading on rotas and operational plans as required • Consistent application of all school/trust policies. • The highest standards and continuous improvement of educational provision across the school • An up to date knowledge of national policy development and evidence based practice in your remit/phase To offer active support for all policies and procedures whilst continuing to meet professional standards as set out in the Teachers' Standards.
Leadership	• Have high levels of ambition and able to lead our school and pupils to standards that redefine expectations both locally and nationally • To present the school and its partners positively both within and beyond the school, acting as a positive role model. • Demonstrate high quality leadership to create effective teams.

	• Implement effective quality assurance, monitoring and evaluation • Support the principal/head of school with high quality evaluation and strategic planning • Sound financial management of own budgets. • Effective support, management and coaching of middle/subject leaders according to remit/phase • Leadership of CPD and/or teacher and leader development in line with remit/phase • Lead effectively on performance management and apply capability policies if necessary
Communication	• Model and support effective communication across all teams and with all stakeholders, including parents/carers, staff, governors, other schools and central trust teams. • Excellent communication and partnership working with external agencies • To provide expert advice and guidance to leaders and staff • Liaise effectively with the DSL to ensure that student safeguarding needs are addressed as required. • Develop and maintain positive relationships with other trust schools and with central trust teams
The role will lead on a specific remit, as set out by the principal/head of school. This will be in one of the areas set out below and/or phase leadership • Curriculum and Standards • Safeguarding and Pastoral • Early Years & Key Stage 1 • Key Stage 2	
Curriculum and Standards	• Support the vision and high aspirations for the achievement of all pupils across the school/phase. • Ensure an excellent understanding of national assessments and tests for your phase/remit • Lead on developing and implementing intervention programmes for individuals or groups of students to remove barriers to learning or to extend/support their learning. • Develop and implement effective raising achievement plans are in place to support the school in achieving challenging targets and ensuring all pupils meet their potential • Ensure high impact data collection and analysis to support raising achievement • Lead on high curriculum standards, ensuring there is a clear understanding of curriculum intent and effective implementation across the whole school or phase. • Lead on teaching standards, ensuring high quality teaching and effective pedagogy, including standard monitoring and improvement • Prepare reports/presentations for senior leaders, principal or trust leaders • Monitoring performance management and appraisal processes across the school.

	• Ensure a high impact CPD offer is in place to support raising standards and develop teachers and leader
Safeguarding and Pastoral	• Ensure an effective culture of safeguarding is embedded across the school and all policies and procedures are followed • Ensure an excellent understanding of national standards and accountability measures • Ensure an inclusive culture is embedded whole school • Monitor standards of behaviour, attendance and punctuality, including of pupil groups and feed this information into the schools reporting and self evaluation processes. • Lead on the active prevention and reduction of exclusions and proactive attendance improvement strategies • Ensure the routines within school are embedded to support a culture of high expectations and inclusion • To ensure high standards of behaviour in line with trust policy • Ensure attendance, behaviour and safeguarding processes and record keeping are fully compliant and that record keeping is of an excellent standard and accurate • Oversee any provision for pupils with alternative arrangements, off-site provision, and pastoral or mental health support • Leadership of high standards of personal development • Ensure regular and effective parent/carers communication and partnership working • Ensure effective training for staff is in place, recorded and evaluated • Provide assurance that procedures are undertaken for recording, monitoring, analysing and acting upon a range of data including pupil attendance, punctuality, and behaviour to enable leaders to: • Track attendance, behaviour and punctuality on a regular basis • Evaluate the quality and effectiveness of provision and support for pupils' and identify when intervention is necessary
Other Duties	• Undertake an appropriate programme of teaching in accordance with the duties of an Assistant Principal.

Employee commitments

All employees will commit to the following key areas:

- [The vision, values and key principles of the Trust](#)
- [Equality, Diversity and Inclusion](#)
- In any way possible, in accordance with the role, support students to achieve their potential
- In any way possible, in accordance with the role, improve standards of education
- [Support the inclusion agenda](#)

Performance Management

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Context

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

Miscellaneous

To undertake any further tasks which could be reasonably expected by the Trust. The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information. The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly. The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain their personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy. This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure and Barring Service) to be undertaken. It is essential you to disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are “spend” under the provisions of the Act.

Person Specification	Essential	Desirable
Qualifications	- Degree or equivalent - QTS	- Postgraduate qualification or working towards e.g. Masters - Completion of NPQSL
Experience	- A very strong track record of impact and high performance, ideally against whole school priorities - Experience of effective middle leadership - Strong classroom teacher and primary experience	Senior Leadership experience

	• Good stakeholder engagement and management experience, including pupils, parents/carers and staff • Experience leading, motivating and supporting staff to achieve high standards	
Skills, Knowledge	• Demonstrable ability to consistently meet or exceed agreed targets for pupil or school outcomes. • Ability to inspire and lead highly effectively across a whole school • Able to take account of others' views and take people with them • Ability to think strategically - handling intellectual and practical complexity • Excellent communication skills, including the ability to express ideas in ways which make an impact and to be direct and clear • Knowledge of knowledge rich curriculum principles and design, effective pedagogy • Knowledge of effective approaches to the leadership of inclusion, behaviour, attendance and SEND	
Personal qualities and attributes	• Highly ambitious for pupils • Emotional resilience - able to work effectively under pressure and receive feedback positively • Drive and determination • Strong commitment to personal development • Collaborative – seeking and sharing knowledge, support and advice with colleagues at all levels and across the school • Able to act effectively on own initiative and also take direction in a high impact way • Belief that all pupils can succeed, regardless of background or context • Belief in principles of inclusion • Belief that all pupils have an entitlement to a high-quality, academic curriculum, based on powerful knowledge • Belief that all pupils should have access to rich cultural pursuits in the arts or sport • Sense of moral responsibility	

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Signature **Date**

Name