



Star

## **STAR ACADEMIES**

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

### **ASSISTANT PRINCIPAL (PASTORAL)**

#### **JOB DESCRIPTION**

##### **JOB PURPOSE:**

As a Senior Leader, the Assistant Principal will be an advocate for developing and implementing our school ethos to ensure that all pupils within our school have an exceptional learning experience. All leaders will have responsibility for ensuring that all pupils achieve and have high aspirations to realise their potential.

All Senior Leaders will support and assist the Principal by providing dynamic and professional leadership and management by sharing and modelling the school's vision and values in everyday work and practice; developing and motivating staff, setting high expectations, embedding learning and teaching strategies and raising achievement, contributing to rigorous and on-going self-evaluation and taking responsibility for leading specific areas/initiatives to secure further school wide improvements.

##### **JOB SUMMARY:**

Responsibilities will be determined and reviewed annually to keep all pupils safe and to ensure the effective delivery and implementation of the Strategic School Development Plan.

Agreed key responsibilities will focus on supporting the Principal to:

1. Raise aspirations to secure progress and attainment for all pupils.
2. Lead learning and teaching to meet the needs of all pupils to secure success.
3. Strategic development of the school's Special Educational Needs (SEN) provision and oversight of the day-to-day operation of that policy with the aim of raising SEND pupil achievement.
4. Develop staff to secure high quality delivery within school and hold staff to account.
5. Lead the development of curricula including short, medium and long term planning.
6. Support the development and implementation of school policies and procedures.
7. Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
8. Analyse and interpret relevant school, local and national data.

#### **KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

##### **1. Supporting the Strategic Direction of the School**

- 1.1 Hold and articulate clear values and moral purpose, working as a Senior Leader to provide a world-class education for the pupils in our school.
- 1.2 Demonstrate optimistic personal behaviour and develop positive relationships and attitudes with our staff team, pupils, parents, Governors and members of our local community.

- 1.3 Lead by example with integrity, creativity, resilience and clarity utilising your own expertise and that of others within our school.
- 1.4 Put provision in place to ensure that progress of pupils with SEN improves relative to those without SEN.
- 1.5 Ensure that the school carries out its statutory responsibilities regarding all pupils with a Statement of Special Educational Needs.
- 1.6 Develop a comprehensive current knowledge and understanding of educational developments at local, national and international level.
- 1.7 Pursue continuous professional development for yourself and promote this with other team members.
- 1.8 Support the Principal to develop and sustain a learning climate where all pupils and staff are empowered to excel.

## **2. Working with Pupils and Staff**

- 2.1 Demand ambitious standards for all our pupils striving to overcome disadvantage and advancing equality within our school and community.
- 2.2 Hold staff to account for the impact of their work on the progress our pupils make and the individual achievements of all our pupils.
- 2.3 Develop a comprehensive understanding of how pupils learn and of the core features of successful classroom practice.
- 2.4 Support all staff in understanding the needs of SEN pupils.
- 2.5 Support departmental developments of SEN provision.
- 2.6 Promote and encourage creativity and innovation in pedagogy within lessons.
- 2.7 Promote an educational culture of 'open classrooms' as a basis for sharing best practice where our staff are motivated and encouraged to develop their own skills and subject knowledge and to support each other.
- 2.8 Work with the Principal to identify emerging talents and to coach current and aspiring leaders in a climate where excellence is the standard.
- 2.9 Monitor the implementation of behaviour and anti-bullying policies.
- 2.10 Coordinate professional development programmes in line with priorities set out in the School Development Plan.

## **3. Supporting Learning and Teaching**

- 3.1 Work effectively with the Principal to ensure that our school's quality assurance systems, organisation and processes are well considered, efficient and fit for purpose.
- 3.2 Promote the value of a safe, calm and well-ordered environment for all our pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider community.
- 3.3 Play an active role in ensuring that quality assurance systems and self-evaluation measures for managing the performance of all staff are well understood by colleagues and effectively used to improve, promote and value excellent practice.
- 3.4 Develop a thorough understanding of the work of the Governing Body and provide Governors with key information, as required, to enable them to fulfil their role effectively.
- 3.5 Develop an understanding of curriculum-led financial planning to be aware of how this impacts on outcomes for pupils and ensures that the school remains sustainable.

- 3.6 Work with the Principal to promote distributed leadership throughout our school to create teams where colleagues have distinct roles and responsibilities and are able to hold each other to account for their decision making.
- 3.7 Work with other senior leaders to monitor progress and attainment and implement personalised intervention programmes.
- 3.8 Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN.
- 3.9 Work with staff to develop effective ways of bridging barriers to learning through:
  - i. Assessment of needs
  - ii. Monitoring of teaching quality and pupil achievement
  - iii. Target setting - Provision Maps, PSP, CAF
  - iv. Keeping accurate records.
- 3.10 Ensure pupils with special educational needs have adequate provision to meet their individual targets and make maximum progress.
- 3.11 Collect and interpret specialist assessment data to inform practice.
- 3.12 Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies.
- 3.13 Work with Principal, teachers, key stage co-ordinators and pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.

#### **4. Leading a Self-Improving School**

- 4.1 Provide opportunities for staff to work collaboratively with other schools and organisations to champion best practice, learn from others and secure excellent achievements for our pupils.
- 4.2 Provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings.
- 4.3 Lead on the performance management process for SEN teachers and Support Assistants.
- 4.4 Support staff in developing effective relationships with other professionals and colleagues to improve academic and social outcomes for our pupils.
- 4.5 Coach staff to further their own personal professional development to secure excellent outcomes for our pupils.
- 4.6 Advise on and contribute to the professional development of staff, including whole school INSET provision.
- 4.7 Advise the Principal and Governing Body of priorities for deployment of staff and utilise resources with maximum efficiency.
- 4.8 Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies.
- 4.9 Provide regular information to the Principal and governing body on the evaluation of SEN provision.
- 4.10 Motivate managers to inspire and influence others to promote the fundamental value and importance of education in young people's lives.

#### **5. Supporting the Star Schools Programme**

- 5.1 Support the activities of the Trust.
- 5.2 Sustain links with other Star schools as they are established as well as developing links with other schools worldwide.

- 5.3 Play an active role in the Star family of schools.
- 5.4 Support the leadership of other schools within the family of Star schools.
- 5.5 Share excellent practice and learn from, with and about other schools in the Star schools.
- 5.6 Liaise effectively with, and support the work of, the Trust central team of the Trust to enable it to ensure the effectiveness of all Star schools.
- 5.7 Ensure that all activities within the school serve the vision, strategic direction and priorities outlined by the Trust.

## **6. Other Responsibilities**

- 6.1 Co-ordinate all Annual Reviews and reviews of PSPs and CAFs where appropriate and attend / chair when necessary.
- 6.2 Attend Year 6 Annual Reviews for primary pupils with statements to help facilitate continuity and progression through the development of a transition programme.
- 6.3 Exercise a key role in assisting the headteacher and governors with the strategic development of SEN policy / provision.
- 6.4 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 6.5 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 6.6 Contribute to the wider life of the Trust and the Star community.
- 6.7 Carry out any such duties as may be reasonably required by the Trust.

## **7. Records Management**

- 7.1 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/<br>Desirable | App<br>Form  | Interview<br>/Task |
| <b>QUALIFICATIONS</b>                          |   |                         |              |                    |
| 1.   | Degree (2:1 or above) and Qualified Teacher Status.   | E                       | ✓            |                    |
| 2.   | SENCo qualification or currently working towards this.  | E                       | ✓            |                    |
| 3.   | Evidence of Continuous Professional Development.  | E                       | ✓            | ✓                  |
| 4.   | Middle or Senior Management qualification.  | E                       | ✓            |                    |
| <b>EXPERIENCE AND PROFESSIONAL DEVELOPMENT</b> |   |                         |              |                    |
| 5.   | Substantial experience as a Senior/Middle Leader.   | E                       | ✓            | ✓                  |
| 6.   | Experience of working as a SENCo.   | D                       | ✓            | ✓                  |
| 7.   | Experience as a Designated Safeguarding Lead / Deputy Safeguarding Lead.  | E                       | ✓            | ✓                  |
| 8.   | An outstanding teacher with a proven track record of achieving excellent results.   | E                       | ✓            | ✓                  |
| 9.   | Evidence of significant impact for pupils with special educational needs.   | E                       | ✓            | ✓                  |
| 10.  | Experience of leading a curriculum area within KS1 and/or KS2.  | E                       | ✓            | ✓                  |
| 11.  | Experience of management where pupils with Special Educational Needs or vulnerable groups were included.  | E                       | ✓            | ✓                  |
| 12.  | Successful planning, management, leadership and evaluation of a Teaching and Learning initiative which has had a significant impact learning outcome. | E                       | ✓            | ✓                  |
| 13.  | Experience of implementing strategies that improve the quality of Teaching and Learning, successfully challenging underperformance.                   | E                       | ✓            | ✓                  |

|   |   |                         | Assessed by: |                    |
|---|---|-------------------------|--------------|--------------------|
| No  | CATEGORIES  | Essential/<br>Desirable | App<br>Form  | Interview<br>/Task |
| 14.   | Experience of leading rigorous quality assurance systems at whole school level, including monitoring and evaluating the effectiveness of Teaching and Learning and its impact on learning and progress. | E                       | ✓            | ✓                  |
| 15.   | Experience of working successfully with other educational providers and partners.   | E                       | ✓            | ✓                  |
| 16.   | An understanding of working with data at a strategic level.   | E                       | ✓            | ✓                  |
| 17.   | Experience/understanding of the impact of new Technologies on Teaching and Learning across the school.  | D                       | ✓            | ✓                  |
| 18.   | Lead role in developing school ethos including promoting high standards of behaviour.   | D                       | ✓            | ✓                  |
| <b>TEACHING</b>   |   |                         |              |                    |
| 19.   | Demonstrates outstanding, sustained leadership of or within a curriculum area.  | E                       | ✓            | ✓                  |
| 20.   | An inclusive classroom practitioner who is passionate about achievement and success for all learners.   | E                       | ✓            | ✓                  |
| 21.   | Leads by example in continuously reflecting on and developing quality of own teaching.  | E                       | ✓            | ✓                  |
| 22.   | Experience of teaching in at least two schools and leadership in at least one school.   | E                       | ✓            |                    |
| <b>WIDER PROFESSIONAL KNOWLEDGE, UNDERSTANDING AND SKILLS</b> |   |                         |              |                    |
| 23.   | Demonstrates ability to inspire, motivate and empower high-performing teams.  | E                       | ✓            | ✓                  |
| 24.   | Skill in coaching and mentoring individual colleagues to develop them professionally.   | E                       | ✓            | ✓                  |
| 25.   | Knowledge of current educational developments, with the ability to understand and evaluate them in the context of strategy and practice in school.  | E                       | ✓            | ✓                  |
| 26.   | Understanding of strategies for meeting the needs of pupils with SEND.  | E                       | ✓            | ✓                  |
| 27.   | A good, up to date working knowledge of the SEND code of practice and its practical application.  | E                       | ✓            | ✓                  |

|  |   |                         | Assessed by: |                    |
|--|---|-------------------------|--------------|--------------------|
| No   | CATEGORIES  | Essential/<br>Desirable | App<br>Form  | Interview<br>/Task |
| 28.  | Ability to think and plan strategically and to communicate vision, priorities and plans so that improvements are brought about in a shared and sustainable way.   | E                       | ✓            | ✓                  |
| 29.  | Effective delegation of responsibilities and monitoring of the work of others so that tasks are completed to a high standard.   | E                       | ✓            | ✓                  |
| 30.  | Commitment to building strong sustained relationships with parents/carers, partner schools and other community partners, with an understanding of the importance of such relationships to the education and personal development of every child and young person. | E                       | ✓            | ✓                  |
| 31.  | Commitment to the safeguarding of pupils and young people.  | E                       | ✓            | ✓                  |
| 32.  | Financial awareness and responsibility for a key area.  | D                       | ✓            | ✓                  |
| <b>PERSONAL QUALITIES, SKILLS AND ATTRIBUTES</b> |   |                         |              |                    |
| 33.  | Can think creatively and analytically in order to solve problems and develop solutions.   | E                       | ✓            | ✓                  |
| 34.  | Outstanding communicator across the written and spoken repertoire, with all people in and beyond the organisation, who listens, is self-aware, and is perceptive about the views of others.   | E                       | ✓            | ✓                  |
| 35.  | Challenges and holds self and others to account.  | E                       | ✓            | ✓                  |
| 36.  | Shows initiative, is proactive, makes decisions, but also understands when to consult, seek advice and be responsive to feedback.   | E                       | ✓            | ✓                  |
| 37.  | Positive, constructive approach, high work output sustained over time, resilient and effective self-manager.  | E                       | ✓            | ✓                  |
| 38.  | Leads by example, high profile, demonstrates integrity and values in action.  | E                       | ✓            | ✓                  |
| 39.  | A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.  | E                       | ✓            | ✓                  |
| 40.  | A strong commitment to the Trust value of 'Service'.  | E                       | ✓            | ✓                  |
| 41.  | A strong commitment to the Trust value of 'Teamwork'.   | E                       | ✓            | ✓                  |
| 42.  | A strong commitment to the Trust value of 'Ambition'.   | E                       | ✓            | ✓                  |

|     |  |                         | Assessed by: |                    |
|-----|--|-------------------------|--------------|--------------------|
| No  | CATEGORIES   | Essential/<br>Desirable | App<br>Form  | Interview<br>/Task |
| 43. | A strong commitment to the Trust value of 'Respect'.   | E                       | ✓            | ✓                  |
| 44. | Commitment to support Star Academies' agenda for safeguarding and equality and diversity.            | E                       | ✓            | ✓                  |
| 45. | Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment. | E                       | ✓            | ✓                  |