

Job Description

Assistant Principal – Pastoral Support

Job Title	Assistant Principal – Pastoral Support
Reporting to	Principal
Line Managing	Teachers and Pastoral Support Staff
Working with	Internal: Leadership team, Teachers, LSAs, Therapists, Psychologists External: Families, Social Services, Youth Offending Service, Local Governing Body, other Schools and Partners

Aims and purpose of the role

Unified Academy is a provision for students with Social, Emotional and Mental Health support needs. The school embraces trauma informed approaches and promotes reflective and restorative practices.

The Assistant Principal will work closely with the Principal, the wider senior leadership team, students and families, and the academy teams in sustaining a journey of improvement, development and innovation to benefit our students.

The key objective of the role is to assist the Principal in mutually agreed areas of school leadership and management, pastoral support including behaviour for learning, personal development, student attainment and performance management of staff.

Key responsibilities

- Maintain a high quality educational environment for students with additional learning needs including Social, Emotional and Mental Health, Moderate Learning Difficulties and Autistic Spectrum Disorder, as well as students who face additional barriers to learning.
- Ensure the continued development of the school and make a significant contribution to high quality organisation, leadership and management
- Play a full and active role in supporting and promoting every aspect of the life of the school
- Attend Local Governing Body meetings as appropriate
- Accept the collective responsibility of the SLT and respect its confidentiality when this is agreed to be necessary
- Ensure that the school meets its statutory duties as outlined in the SEND Code of Practice
- Ensure that safeguarding and child protection are key priorities for all staff
- Keep abreast of developments within education and the special sector at local, national and international level
- Management and control of risk
- Participate in the OHC&AT family Innovation Hubs, as appropriate, in order to share good practice and innovation to maximise the benefits to students.

Strategic direction and development

Shared Responsibilities with Principal

- To uphold the aims and objectives of the School and ensure implementation, monitoring, development and review of policies to support these aims.
- To work closely with the Principal on the continued development of the schools culture, ethos and values.
- To work closely with the Principal and senior leadership team on strategic school improvement planning and school self-evaluation.
- To develop and maintain effective communication between students, staff, parents/carers, governors and the wider community
- To assist in identifying advice and support for parents, carers and families.
- To ensure equality of opportunity and of access for all members of the school community.
- Assist the Principal and Premises Team in ensuring that the health and safety needs of students and staff are met as far as is practicable and that health and safety policy guidelines are adhered to.
- To support with the implementation and evaluation of the School's various action plans.

Teaching, learning and students

Shared Responsibilities with Principal

- Share responsibility for all monitoring and quality assurance activity and play an integral role in developing staff and raising standards at Unified Academy and in other provisions within the OHC&AT family

Specific Responsibility

- With the Principal, promote professional development for all staff, supporting a whole school programme of INSET in line with current improvement priorities and appraisal targets, as well as targeted INSET for groups and individuals
- To lead INSET as and when appropriate
- Ensure that staff have high expectations for learners and role model exemplary personal behaviour consistent with the Academy's ethos and values
- To work with the Deputy Principal ensure that class and school timetables run efficiently with appropriate short term cover where appropriate.
- To assume a DDSL role within the safeguarding and child protection team.
- To support the school with the development of a programme of assessment and induction and which helps identify appropriate pathways and support for new students

Specific Responsibility

- To undertake a teaching commitment as appropriate to promote outstanding classroom practice and sustain curriculum innovation.
- Work with the Deputy Principal and SLT, to ensure that the planning and delivery of the curriculum is tightly focused and

- Offer consistent pastoral support for students and provide expert guidance on the management and positive support of challenging behaviours
 - Promote effective collaboration between staff within and between departments, to ensure coherent planning, consistency of educational opportunities for students and high standards of teaching and learning
 - Lead/participate in the OHC&AT family Innovation Hubs, as appropriate, in order to share good practice and innovation to maximise the benefits to students and staff
 - Maintain high expectations for student achievement regardless of starting points or social circumstances
 - Ensure that students receive learning and support in compliance with their Education, Health and Care Plans
- tailored to meet children's individual needs.
- Provide strategic direction and leadership support for the management of personal development and attitudes to learning.
 - Develop an outreach service within school to support identified students; including developing and monitoring Individual Behaviour Support Plans, SEN Profiles, Student Risk assessments and Regulation Plans.
 - To share responsibility for lesson observations with SLT and offer coaching as appropriate.
 - Promote Unified Academy's commitment to child protection and safeguarding (including e-safety) within the curriculum
 - Provide strategic direction and leadership support for the Achievement of the 'Healthy Schools' Award.
 - Work with the Deputy Principal and SLT to achieve the 'Trauma Informed Schools' accreditation.

Leading and managing staff

Shared Responsibilities with Principal

- To develop and maintain excellent working relationships with and between all staff, including multi-agency colleagues.
- To maintain a positive team ethos through effective communication and shared discussion and training.
- To promote positive links between the school and students' families, external agencies and the wider community.
- Contribute to the recruitment and selection of high quality teaching and support staff

Specific Responsibility

- To be Team Leader/Appraiser for identified members of staff including middle leaders.
- To support the day-to-day management of staff, including arranging cover for staff absence.
- To monitor staff attendance/punctuality and to address these issues effectively as they arise.
- To support the induction programmes of all new staff.
- Oversee timetables, assembly and duty rotas and weekly information lists to ensure the smooth operation of the school.

- Prepare fully and effectively for the next Ofsted section 5 inspection to ensure that Unified Academy achieves at least 'good' for overall effectiveness and each of the aspects in the Ofsted framework

Other

- Promote the Health and Safety of staff and students and visitors in keeping with OHC&AT's Health and Safety policy.
- Participate in appropriate continuing professional development and staff training opportunities to update or develop new skills.
- Ensure personal and corporate currency with regard to national and local policy developments, initiatives and legislation.
- Work with other schools and partners, locally, nationally and internationally, as appropriate
- Promote compliance with policies adopted by OHC&AT, e.g. Safeguarding of Children and Vulnerable Adults, Equality and Diversity, Health and Safety.
- Undertake such other duties of a similar nature as required by the Principal.

This job description is not a rigid specification but identifies main responsibilities which will be amended in the light of organisational need and in discussion with the post holder.

The Assistant Principal will on occasions deputise/represent the Principal and undertake such other reasonable professional duties commensurate with the post as directed by the Principal.



Person Specification and Selection Process

Assistant Principal – Pastoral Support

This person specification will be used for recruitment to the Assistant Principal role. It will form the basis of the application form, and candidates will also be assessed against aspects of this person specification at interview.

Essential on Appointment	Desirable
Qualifications	
<ul style="list-style-type: none"> • Qualified to degree level and above • Qualified Teacher Status • Recent and relevant professional development 	<ul style="list-style-type: none"> • An advanced qualification in the education of students with additional and/or complex needs • NPQSL
Knowledge and Experience	
<ul style="list-style-type: none"> • Knowledge and experience of current good practice and developments in special education and mainstream provision, including Ofsted frameworks and requirement • Evidence of significant recent experience of responsibility for staff management and deployment • A proven track record of recent and successful class teaching of children with Social, Emotional and Mental Health needs (SEMH). • Evidence of supporting strategic school improvement planning and school self-evaluation. • Recent evidence of using effective strategies to raise achievement for students with SEMH. • Substantial and recent experience of teaching students with special needs to a high standard • Experience of working effectively with young people who present with a range of challenging behaviour 	<ul style="list-style-type: none"> • An active interest in educational research • Experience of being part of a senior team through a successful Ofsted • Up to date knowledge of pedagogy and digital pedagogy and the ability to make accurate and insightful judgements about the quality, effectiveness, and impact of teaching, learning and assessment. • Trauma informed experience/qualification • Restorative practices experience/qualification.
Professional Skills	
<ul style="list-style-type: none"> • To demonstrate the skills of high quality teaching, including ability to coach others to: <ul style="list-style-type: none"> ○ Interest, encourage and engage students; 	

<ul style="list-style-type: none"> ○ Provide appropriate levels of challenge, so that students make good progress; ○ Use methods and resources that enable all students to learn effectively; ○ Use assessment information effectively to plan next steps in children's learning ○ Make effective use of time; ○ Secure high standards of behaviour; ○ Make effective use of teaching assistants and other support staff; ○ Enable students to acquire new knowledge and skills; ○ Enable students to develop the skills to work independently and collaboratively; ○ Enable students to develop self-esteem and respect for others; ○ Create a well organised, stimulating learning environment in line with the school policies. <ul style="list-style-type: none"> ● Excellent communication skills, including with students, parents and carers, other staff and external agencies. ● Evidence of the ability to lead high quality in-service training. ● Proven ability to use assessment effectively to inform student progress and to analyse data to help the target setting process 	
<p>Leadership and Management</p>	
<ul style="list-style-type: none"> ● Evidence of successful and recent experience in a senior leadership and management role in a school setting ● Evidence of successful joint strategic leadership ● Evidence of successful experience in developing initiatives and managing substantial operational change ● Evidence of effective delegation and distribution of leadership to staff and effective follow-up to ensure tasks are completed to a high standard ● Ability to analyse situations, prioritise and to help to implement realistic, sometimes innovative, solutions in a timely manner ● Proven ability to robustly tackle staff under-performance 	<ul style="list-style-type: none"> ● Evidence of innovative and creative work with parents and carers ● Evidence of successful inter-agency and multi-agency partnership working, including with parents/carers

Personal Skills

- Generate enthusiasm for new ideas in both students and staff, and inspire others with confidence and professional autonomy
- High degree of motivation to succeed and lead through hands on approaches, visible leadership and collaborative working
- A solution focused approach to problem solving
- Communicate effectively to a range of different audiences, orally and in writing
- Confident and competent with a range of IT
- Excellent attendance record
- A commitment to furthering own professional development and to the principle of continuous improvement.

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service (DBS) as part of Orchard Hill College & Academy Trust's pre-employment checks.

As part of Orchard Hill College & Academy Trust's pre appointment checks, current and past employers will be contacted for short listed candidates.

Any discrepancies or anomalies, and/or issues from references will be discussed at interview with shortlisted candidates.

