

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title	Assistant Principal (Pastoral)	Location	Weavers Academy
Salary	Leadership Scale, L12-L16	Hours	Leadership
Department	Leadership	Reports To	Vice Principal

JOB PURPOSE:

To work alongside the Vice Principal linked to their remit area and other members of the Senior Leadership Team, to ensure excellence across all areas of the Academy.
The post holder will line manage leaders of areas of the Academy under their strategic responsibility. This may include, but not be limited to, curriculum leaders, pastoral leaders, and teaching support leaders.

KEY RESPONSIBILITIES AND DUTIES:

Strategic Leadership

- Lead strategically, with the support of the Vice Principal linked to their remit area, all areas of the academy relating to the assigned remit.
 - For Assistant Principals within Quality of Education, examples of remit areas would be; assessment, curriculum, data, examinations, independent learning, literacy, staff development, and teaching and learning.
 - For Assistant Principals within Personal Development, examples of remit areas would be; admissions, attendance, behaviour, community engagement, enrichment, inclusion, rewards, safeguarding, special educational needs, student voice, and transition.

Operational Leadership

- Lead operationally on agreed elements of the above, as defined by individual remit, reviewed and set each year.
- Lead operationally on the;
 - Quality assurance of standards across the academy,
 - Performance management of line managed staff.
- Support the Vice Principals in the operational running of the Academy.
- Deputise for the Vice Principal linked to their remit area in their absence.

Leading Others

- Support, monitor, and challenge line managed leaders to drive improvements in their teams.
- Provide coaching and mentoring support to line managed colleagues.
- Set and monitor progress towards appropriate performance targets for line managed areas.
- Support monitoring, evaluation, and planning in line managed areas.
- Support and monitor leaders tackling underperformance and upholding excellent standards of behaviour and safety.

Expectations

- Have the highest expectations for all students at all times, including both their academic success and personal development.
- Consistently promote positive student behaviours, for example orderly movement around the site and punctuality, in line with Academy policies.

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- Actively engage with students when appropriate, positively reinforcing responsible behaviour and challenging negative behaviour when necessary.
- Recognise, reward, praise, and promote student success wherever possible.
- Ensure equality for all students by consistently upholding all school policies relating to student conduct, for example behaviour, mobile phones, uniform, etc.
- Have the highest expectations for the Academy's provision for students at all times, including both our academic provision and quality of safeguarding and welfare.
- Be an outstanding classroom practitioner.
- Ensure Academy policies and procedures are adhered to at all times.
- Recognise and celebrate success and achievements of students and staff.
- Maintain a prominent visible presence monitoring the work of the Academy on a daily basis.

Representation and Stakeholders

- Positively represent the Academy and the Trust and be a role model for our values at all times, both in the Academy and in the wider community.
- Clearly communicate information to students, parents, staff, and governors, in an appropriate manner, so that all stakeholders understand our goals and contribute to the Academy's success.
- Model welcoming, sensitive, and constructive communication with all stakeholders at all times.
- Participate fully in Academy life through involvement in clubs and trips wherever reasonably possible.
- Represent the Academy at after school events and evenings relevant to the role, as per the Academy calendar.
- Demonstrate consistently high standards of personal and professional conduct:
 - Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school, by;
 - Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the professional position,
 - Having regard for the need to safeguard students' wellbeing, in accordance with statutory provisions,
 - Showing tolerance of and respect for the rights of others,
 - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs,
 - Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
 - Have proper and professional regard for the ethos, policies, and practices of the Academy, following the Academy's policies at all times.
 - Maintain high standards of personal attendance, presentation, and punctuality.

Safeguarding and Data Protection

- Consider and support the wellbeing and safeguarding of all students, adhering to the school's Child Protection Policy and SEND Code of Practice at all times.
- Consider and care for the health and safety of themselves, colleagues, and students.

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- Treat information about students and staff with due sensitivity. Adhere to general data protection regulations at all times. Respect confidentiality where appropriate.

Development

- Seek to develop your own practice and that of others, through all appropriate mechanisms, including working with other colleagues and attending appropriate career professional development opportunities.
- Recognise personal strengths and areas of expertise, using these to advise and support others where appropriate.

Variation

- Undertake other duties;
 - Commensurate to the post holder's abilities, position, and grade, as requested by the Principal or line manager,
 - Of a similar nature to those listed above, even if not individually itemised.
- Support the needs of the Academy, taking into account individual strengths and areas for development, by accepting adjustments to the exact remit following annual job description review.
- Understand that the duties specified above are therefore neither exclusive nor exhaustive and may change over time.
- Be prepared to work at other Creative Education Trust schools within the Eastern Group, with a remit and role commensurate to the above.

JOB REQUIREMENTS:		
	Essential	Desirable
QUALIFICATIONS	• Qualified Teacher Status. • Degree in relevant subject. • Recent and relevant CPD.	• NPQs. • Master level qualification in relevant subject.
EXPERIENCE	• Substantial senior/middle leadership experience. • Successful experience of teaching at Key Stage 3 and 4. • Track record of raising standards at whole school or across departments.	• Experience of working or collaboration in a wider MAT.
KNOWLEDGE AND UNDERSTANDING	• Extensive expertise in effective teaching and learning, with a deep understanding of pedagogical principles that drive student success. • Strong knowledge of effective behaviour management strategies, with the ability to implement approaches that foster a positive and respectful learning environment.	• Successful experience of delivering whole school or Trust wide CPDL. • Successful experience of research based/led whole school improvement.

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	• Ability to apply data-driven insights to inform instructional practices, utilizing evidence-based strategies to enhance student outcomes. • Comprehensive knowledge of child development and learning processes. • Up-to-date knowledge of educational policies, research, and initiatives. • Proven leadership in advancing teaching and learning, mentoring staff and implementing initiatives that elevate instructional practices across the school.	
SKILLS AND PERSONAL ATTRIBUTES	• Strong analytical skills, with the ability to assess data and drive informed decision-making. • Ability to evaluate student progress, using various forms of evidence to support development. • Proven capacity to coach and mentor colleagues, fostering growth, and leadership. • Exceptional organisational abilities, managing priorities efficiently and effectively. • Strong communication skills, ensuring clarity and collaboration across teams. • Effective leadership and management, including team development, motivation, and accountability. • Demonstrated success in building professional relationships with staff and stakeholders. • Ability to engage positively with students and families to support academic and personal development.	

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	• Resilience in managing workload pressures, while providing guidance and support to others. • Commitment to sharing expertise and promoting a culture of continuous learning.	
CREATIVE EDUCATION TRUST VALUES	All colleagues are expected to demonstrate the Creative Education Trust values in their work by: • Empowering Ambition: Supporting personal growth, innovation and high performance. • Championing Equity: Promoting fairness, inclusion and high expectations for every student. • Unlocking Opportunity: Helping create access to knowledge, experiences and networks that broaden horizons. These values should be evident in how the post-holder works, collaborates and contributes to the wider Trust community.	
EQUAL OPPORTUNITIES	A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity	
SAFEGUARDING	A thorough understanding of up-to-date safeguarding requirements and best practice	
OTHER REQUIREMENTS	High expectations for every pupil and a proven track record of making a difference to the learning and experiences of pupils inside and outside the classroom.	

Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.