

Job Description

Job Title: Assistant Principal - Raising
Achievement / Outcomes

Location: King Edward VII Academy

Job title	Assistant Principal - Raising Achievement / Outcomes
Salary Scale	Leadership range L12-L16
Hours of Work	Full Time
Responsible to	Vice Principal
Location	Kings Edward VII Academy, Kings Lynn

Main purpose of the role

To implement effective strategies to raise pupils' achievement and ensure excellent outcomes in line with ambitious targets.

To ensure plans are in place so that all groups of pupils can achieve exceptional progress and outcomes, including PP and SEND pupils.

To support staff to deliver teaching strategies to enable all pupils to succeed.

To work with other members of the school senior team, staff, and Academy Committee as required to ensure the school's strategic priorities are achieved.

To present the school and its partners positively both within and beyond the school.

To liaise and build positive relationships as required with the school community.

Organisational relationships

Reporting to the Vice Principal.

Line management responsibilities as directed by the Vice Principal.

Liaison with Trust staff, Academy Committee members, external specialists and stakeholders, parents, carers, visitors and volunteers.

Principal accountabilities or activities

Overall	<ul style="list-style-type: none"> • Deliver the school vision and implement strategic plans to ensure aspirational goals are achieved. • Ensure excellent outcomes for all pupils' achievement, including those pupils with SEND, PP. • Ensure reports for funding of achievement initiatives are created and reported on accurately showing a positive impact on outcomes. • Line management responsibilities as directed by the Vice Principal. • Liaise effectively with the Central Education team to ensure innovative and effective teaching strategies are embedded across the school to raise achievement as required. • Lead on the analysis of performance data at whole school and department level, and generate reports and commentaries as required for various stakeholders. • Liaise effectively with the DSL to ensure that pupil safeguarding needs are addressed as required. • Commit to embedding equality, diversity and inclusion in all activities.
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	<ul style="list-style-type: none"> ● As appropriate, to undertake training to fulfil the role of a Designated Safeguarding Lead if required. ● Act as a lead for Year 11, (in addition to the HoY) implementing all relevant aspects of the Y11 raising achievement plan. This will involve working with the VP curriculum to ensure appropriate plans are in place for the formal exam period, mock exams, implementation of the assessment calendar, etc.
Education standards	<ul style="list-style-type: none"> ● Ensure, in liaison with the Vice Principal, high standards of teaching and learning across the school through coaching and mentoring of staff. ● Facilitate mentoring support plans and capability processes for staff required to improve professional practice. ● Coordinate aspects of the tutoring programme and other intervention programmes which relate to the scope of this role. ● Ensure the school's robust raising achievement plan is in place to coordinate and deliver exceptional pupil outcomes. The plan should include additional revision, intervention, booster sessions as required to achieve targets, including those delivered outside the school day as twilights and during school holidays. ● Effectively deliver the whole school remit: <ul style="list-style-type: none"> ○ Monitoring and evaluation of all data/raising achievement processes. ○ Ensuring that standards across the school are monitored and strategies are implemented to continue an improvement in outcomes in line with targets. ○ Deputise for the Vice Principal in their absence. ○ Monitor, promote and support the performance management and appraisal processes across the school. ○ Contribute to the school and departmental self-evaluation/development planning processes.
Leadership	<ul style="list-style-type: none"> ● Consistently deliver high quality leadership to ensure teams work effectively to deliver challenging targets/outcomes. ● Use national research, and implement strategies from internal/external training as needed to improve standards. ● Provide high quality mentoring and coaching to the Curriculum Leaders and relevant staff. ● As appropriate provide high quality mentoring and coaching to Early Career Teachers and Trainees. ● Fulfil performance management arrangements and progress professional development for all members of the team. ● Ensure all staff understand their role and responsibilities in maintaining good discipline and record keeping. ● Provide professional learning on raising achievement techniques and strategies as appropriate and create staff guidance to support this. ● Support Heads of Department in developing intervention programmes for individuals or groups of pupils to remove barriers to learning or to extend/support their learning.

Raising achievement / School Improvement / Outcomes	<ul style="list-style-type: none"> • Develop, implement and quality assure procedures and processes for recording, monitoring, analysing and acting upon a range of data to: <ul style="list-style-type: none"> o Track pupil overall attainment and achievement on a regular basis. o Evaluate the quality and appropriateness of pupils' learning plans and identify when intervention is necessary (e.g. when underachievement is identified, additional challenge is required and/or links needed to outside agencies). • Ensure educational policies are implemented effectively and consistently. • Ensure the routines within school are embedded for a culture of high expectations, and oversee the rotas for staff related to this. • Support the development of an outstanding curriculum. • Develop and promote the quality of teaching across the school. • Keep abreast of statutory expectations around curriculum/qualifications/assessment. • Provide comprehensive reports, orally and in writing, to the senior leadership team, academy committee and other stakeholders as required. • Lead staff development where appropriate.
Other	<ul style="list-style-type: none"> • Effective liaison with the senior teams across the school to ensure coherence between the school's priorities for sustained improvement and for the smooth day to day running of the school. • Sound financial management of own budgets. • Undertake an appropriate programme of teaching in accordance with the duties of an Assistant Principal. • Work with parents and other stakeholders in relation to raising achievement and academic matters. • Contribute to the Development Plan, the Self Evaluation Form, Principal's Reports, and Strategic Plans. • Undertake other similar activities that may fall within the scope of the post as directed by the Principal or line manager.

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 anyway possible, in accordance with the role, support pupils to achieve their potential
- In anyway 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 pupils 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 & Barring Service) to be undertaken. It is essential you 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 "spent" under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Trust.

Person Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • First degree or equivalent • QTS 	<ul style="list-style-type: none"> • Postgraduate qualification or working towards
Experience	<ul style="list-style-type: none"> • Proven teacher, leader and educational strategist at relevant phase level • Outstanding classroom practitioner • Proven ability to develop high quality, academic curriculum that exceeds the needs of its pupils • Proven experience of raising standards of achievement through innovative and collaborative practice • Successful involvement in performance management, self-evaluation process / annual development plan • Evidence of designing and implementing effective initiatives for raising pupil attainment and improving the quality of raising achievement strategies • Successful working relationships with all stakeholders, including pupils, staff, parents/carers and the wider community • Successful experience in leading and managing pedagogic changes at a team, and preferably whole school level • Proven practice in leading, motivating and supporting staff to achieve high standards 	<ul style="list-style-type: none"> • Direct and successful experience of Ofsted inspection
Skills/Knowledge	<ul style="list-style-type: none"> • Able to lead, motivate and develop people of all ages to work individually and in teams • Able to instigate and successfully manage change • Able to analyse and use data to establish benchmarks and set challenging targets for improvement on an individual, team, department and pupil level • Able to make decisions, identify and solve problems based on thorough analysis and sound judgement • Excellent interpersonal, written and oral communication and presentation skills • Strong organisational skills and ability to work well under pressure • Ability to delegate, plan and manage time effectively • Personal resilience and the ability to maintain staff morale at times of pressure and change 	<ul style="list-style-type: none"> • Able to plan strategically for the future including teaching strategies and staff deployment

	<ul style="list-style-type: none"> • The ability to access educational research and apply it in innovative ways in order to improve standards 	
Personal qualities and attributes	<ul style="list-style-type: none"> • Able to evidence a commitment to on-going personal and professional development • A highly professional and positive role model acting as an ambassador for the Trust at all times • Possess integrity and relate appropriately to inspire commitment, enthusiasm and confidence from staff, pupils, academy committee members and parents/carers • Evidence of life-long learning and an understanding of the importance of new ideas, taking appropriate risks and using challenges as an opportunity to grow and learn • A willingness to embrace and celebrate the ethos and values of the school • Respectful towards all pupils, with an unshakable belief in their entitlement to the highest equality education and ability to achieve whatever their personal circumstances 	

Signature

Date

Name