

JOB DESCRIPTION AND PERSON SPECIFICATION

<u>Job Title:</u> Assistant Principal (Secondary)	<u>Grade:</u> Leadership range 8 – 12
<u>Job Family:</u> Teaching	
<u>Overall Purpose of Job:</u> As an Assistant Principal, you will be part of the Senior Leadership Team of the academy, working within the 'Deeps' as assigned by the Principal. You will proactively support the Principal / Vice Principal / AAB members to ensure that the leadership and management of the academy runs at the most effective level possible.	
<u>Role and Responsibilities:</u> 1. You will contribute to the work of the Senior Leadership Team in line with the requirements set out by the Principal. You will play an active part in: (a) Ensuring the academy achieves the objectives / targets set out in the Academy Development Plan (ADP). (b) Delivering the academy goals in relation to its community links. (c) Embedding all elements of the 'Deeps' within the day-to-day workings of the academy. (d) Supporting the activity of the academy as a member of Delta Academies Trust. (e) Constantly promoting the personal development of all staff and taking part in the work of the academy to achieve this. (f) Participating in development, management activities and research. (g) Contributing to the initiation and development of innovatory practice. (h) Promoting equality, diversity and inclusion at all levels of academy activity. You will be assigned to one of four DEEP areas of responsibility of either DEEP Leadership, Learning, Experience or Support. For DEEP LEADERSHIP, you will develop, sustain and ensure high performance in the following ways: 2. You will be accountable for student progression for your allocated classes 3. You will effectively handle classroom management 4. You will coordinate lessons, effectively deploying any teaching assistant support 5. You will develop and sustain knowledge of current education practices and ensure your own continuous professional development (CPD) 6. You will evaluate lessons, incorporating student's views and responses to reflect and act on strengths and areas of development 7. You will contribute to the self-evaluation of systems in the academy 8. You will develop policies for departmental handbooks/resources 9. You will aid the coordination of events and experiences which support the academy to raise standards For DEEP LEARNING, you will develop, sustain and ensure high performance in the following ways: 10. You will work to student targets and ensuring progress is tracked through a range of strategies 11. You will take account of and review academy contextual factors and prior attainment when planning and teaching lessons	

12. You will reflect on the success of teaching strategies, individual lessons, and schemes of work (SOW) in meeting the needs of students
13. You will apply current guidelines on effective learning and teaching
14. You will take part in coaching and mentoring programmes to support colleagues and develop your own practice
15. You will apply and expand on teaching repertoire and feedback to colleagues on effectiveness
16. You will strive to deliver outstanding lessons
17. You will deliver interactive lessons to students
18. You will provide good quality assessment using both formative and summative methods in conjunction with the academy's policy
19. You will record test results and ongoing teacher assessments and keep portfolios of evidence

For DEEP EXPERIENCE, you will develop, sustain and ensure high performance in the following ways:

20. You will have responsibility for developing and implementing schemes of work (SOW)
21. You will be responsible for finding and reporting issues and developing solutions
22. You will be responsible for the day-to-day delivery with your subject area(s), including assessment and reporting processes
23. You will develop communications and training with staff in the department
24. You will develop the use of ICT within the curriculum
25. You will supply means of gathering information for self-evaluation (student voice, questionnaires, viewpoints of stakeholders) and use opportunities for co-construction of the curriculum
26. You will take responsibility for planning and execution of immersion days
27. You will adapt lessons and find next steps in response to evaluation of student progress
28. You will set effective homework and extension work to encourage and enliven student learning
29. You will ensure differentiation and personalisation of learning of all students
30. You will be aware of the KS2 curriculum and the standards of progression and attainment for KS3 students
31. You will coordinate displays about events, opportunities and work which promote the department/academy/Trust

For DEEP SUPPORT, you will develop, sustain and ensure high performance in the following ways:

32. You will take responsibility for upholding standards of behaviour and classroom management within the classroom and the academy environment
33. You will develop systems which address the social health of students to raise standards
34. You will promote the consistent and fair use of the expectations of learning system within the classroom and the academy environment
35. You will be the first line of contact for parents and carers concerns about their child's performance and wellbeing
36. You will support students by supplying information, advice, and guidance as needed

GENERAL

37. You will be aware of and comply with policies and procedures relating to child protection, inclusion, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person without delay.
38. You will participate in training and other learning activities and performance development as required.
39. You will ensure you carry out your role in a way that demands high standards whilst supporting inclusion and welcoming diverse thinking.
40. You will ensure strict confidentiality in all areas of work.
41. You will work and process personal and sensitive information in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR).
42. You will ensure work is conducted in a way that protects the safety and security of information (e.g., strong passwords, reporting breaches, securing paper records, securely disposing of records).
43. You will understand and comply with the statutory guidance regarding safeguarding of children, always ensuring the safeguarding and promotion of children's welfare, reporting any concerns to the Designated Safeguarding Officer at once.

44. You will always comply with the Trust's policies and procedures.
45. You will undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

KNOWLEDGE, SKILLS & EXPERIENCE

Essential

- A good degree in your subject area (A/C)
- Post Graduate Certificate of Education (PGCE) or equivalent (A/C)
- Qualified Teacher Status (QTS) (A/C)
- An excellent classroom practitioner that can model best practice (A/I/R)
- Excellent organisational and personal management skills (A/I)
- Effective behaviour/classroom management (A/I/R)
- Ability to demand high standards (A/I/R)
- Up to date knowledge of educational theory and practice in relevant key stage(s) (A/I/R)
- Strong understanding of guidelines on safeguarding (A/I/R)
- Experience of leadership (A/I/R)
- Experience of project management (A)
- Able to work to tight deadlines (A/I/R)
- Able to be innovative and progressive (A/I/R)
- Able to lead and work effectively with teams (A/I/R)
- Strong understanding of using data to assess and inform teaching and learning and targeting appropriate intervention (A/I)
- Experience of dynamic and successful team leadership at middle leader/senior leader level (A/R)
- Experience of leading and implementing strategies which have ensured high standards of student achievement (A/R)
- Experience of teaching intervention groups at relevant key stage(s) (A/I)
- Ability to work independently and be a team player (A/I/R)
- Ability to develop and support other staff to develop a variety of teaching strategies (A/I/R)
- Ability to enthuse and direct students and staff towards raising expectations and levels of achievement (A/I/R)
- Understanding of self-evaluation (I/R)
- Strong ICT skills (A)
- Commitment to both self and team development (I)
- Able to make difficult decisions and relay these effectively (A/I/R)

Desirable

- Leadership / Management qualification / training (e.g., NPQML, NPQSL, NPQH) (A/C)
- Understanding of 'The Deeps' (A/I)
- Experience of carrying out management investigations (A/I/R)
- Comprehensive knowledge of performance management requirements in an education setting (A/I)
- Experience of leading, developing and enhancing the teaching practice of other staff (A/R)
- A track record of examination success in more than one school (A/I)

Key: C – Certificate; A – Application Form; I – Interview; R - Reference

BEHAVIOURS

- Polite
- Punctual
- Highly organised
- Reliable
- Flexible
- Passion for learning
- Clear communicator
- Takes initiative

- Self-motivated
- Resilient
- Determined to succeed
- Team player
- Emotionally intelligent

CONTACTS AND RELATIONSHIPS:

Managers - in daily contact with Senior leaders/Principal within the academy.

Support Staff – in regular contact with support staff who are involved in classroom support, HR, finance, cleaning, catering, site supervision and health and safety.

Trust Staff – in contact with Trust staff within the wider Education team (e.g., Subject Directors), Teaching Schools, Finance, Facilities, and Human Resources.

External – in regular contact with parents/carers, AAB members, visitors, external agency professionals, suppliers, contractors, trade unions, as required.

Note:

This job description is provided for guidance only and does not form part of the contract of employment.

The post holder will be subject to an enhanced DBS check with barred list.