



# Beacon Academy Trust

A COMPELLING VISION FOR SUCCESS



ASSISTANT PRINCIPAL – Safeguarding and SEND

Beal High School

Thank you for expressing an interest in becoming an Assistant Principal at Beal High School

**ASSISTANT PRINCIPAL  
BEAL HIGH SCHOOL  
L12-L18  
Start Date – January 2022**

Beal High School is at the heart of the Beacon Multi Academy Trust. We are committed to working in partnership with The Forest Academy, The Beacon Business and Innovation Hub and NELTA SCITT (School Centred Initial Teacher Training) – to provide high quality learning experiences for all students.

Beal is a mixed, community comprehensive school for students aged 11 – 18. We are the largest secondary school in England, with over 2,700 (September 2020) students on roll including capacity for 1000 students in Beal Sixth Form which is co-located at Beal and The Forest Academy. Students are divided into 12 forms of entry. The vast majority of our students come from the catchment area and we are heavily oversubscribed. We celebrate the fact that our local community is ethnically diverse which is reflected in our intake. Beal includes the Beacon Communication School an 11-18 additionally resourced provision (ARP) for students with a range of social communication difficulties including Autism and Asperger's syndrome.

We are seeking to appoint an outstanding leader for the Beal campus with a track record of driving high standards of progress and attainment at school to ensure excellence for all. The successful candidate will lead with a compelling vision for all students regardless of their backgrounds or starting points. Their core aim will be to offer an exceptional and world class quality of education for all students in our school community, ensuring our students are:

- **Successful learners** who enjoy learning, make progress and achieve their full potential.
- **Confident individuals** who are able to lead safe, healthy and fulfilling lives
- **Responsible citizens** who make a positive contribution to society.

Learn more about us here:

<https://www.beaconacademytrust.co.uk/>

<https://www.bealhighschool.co.uk/>

## HOW TO APPLY

Thank you for your interest in this role.

Please read the recruitment pack carefully and then apply on our application form with a supporting statement of no more than two sides of A4.

The Trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. The below documents must be read prior to applying for this role and will be factored into interviews:

[Keeping Children Safe in Education](#)

[BMAT – Safeguarding and Child Protection Policy](#)

Enhanced DBS (with list checks) is required for this post.

Please send a completed application form available on our website [www.bealhighschool.co.uk](http://www.bealhighschool.co.uk) to [recruitment@bealhighschool.co.uk](mailto:recruitment@bealhighschool.co.uk)

*Please note we reserve the right to close or extend this position, therefore we would urge candidates to submit an application as soon as possible.*

## ASSISTANT PRINCIPAL ROLE PROFILE

### Purpose of role

The Assistant Principal will support the Co-headteachers to have a decisive impact on the quality of teaching and students' achievements in all classrooms within the school and beyond.

You will provide whole school leadership in the areas of SEND and Safeguarding and be responsible for:

- The implementation of the Special Educational Needs Strategy across the school
- As the Deputy Designated Safeguarding Lead (DDSL), you will be responsible for the day-to-day implementation of the school's Child Protection Policy
- Providing whole school leadership in the areas of SEND and Safeguarding
- Student support, including standards for students with Special Educational Needs both in the mainstream and in our Additionally Resourced Provision (Beacon Communication School)

You will support our aspirational expectations of exceptional standards for the school and, you will contribute to the wider Multi Academy Trust. You will provide professional leadership and management of staff in order to promote high quality teaching, learning and assessment throughout the School. You will support the Co-headteachers by embedding strategies that will constantly improve standards of learning, progress and outcomes for all students.

You will articulate clear values and a compelling vision for students, staff, parents and carers, and the wider community at Beal High School to ensure entitlement, equal opportunities and excellence for all.

The Assistant Principal will:

- Assist the Co-Headteachers in leading and managing the school
- Under the direction of the Co-Headteachers, be accountable for key areas of the School Improvement Plan; and
- Share responsibility for implementing school policies, decision-making and strategic planning.

### Key Priorities

**Specific priorities in each year will be defined by the Principal with the post holder in line with the School's strategic objectives. Leadership and management responsibilities will be subject to review and will draw upon the experience, skills and expertise of each of the team members.**

- Champion the vision, ethos and activities of the Trust and the school
- Hold and articulate clear values and moral purpose, focused on providing a world-class education for students.
- Demand ambitious standards for all students within the School, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- Support the development of the School's systems and processes ensuring they are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Drive the School's outward-facing collaboration with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
- Work in partnership with and all stakeholders.
- Continue to meet all areas of the Teachers' Standards at a good or outstanding level.

## Key responsibilities

### Core areas of Leadership responsibility:

#### **Lead Safeguarding and Child Protection under the direction of the DSL:**

1. Undertake the role of Deputy Designated Safeguarding Lead.
2. Oversee the day-to-day implementation of the school's Child Protection policy and safeguarding guidance (such as 'Keeping Children Safe in Education' 2021 guidance).
3. Ensure the school's internal safeguarding systems and Safeguarding software MyConcern is used effectively and data is used to promote a culture where staff take the safety of students seriously.
4. Ensure that accurate, up-to-date safeguarding records are kept and managed in accordance with the school's statutory obligations and school policies.
5. Represent the school at external meetings and events including TACs, TAFs, CINs, CP case conferences and lead on the support for LAC.
6. Liaise with external agencies and services such as the police, CAMHS and the Local Authority as necessary, attending relevant meetings and updates.
7. Hold other staff members to account for following the school's safeguarding procedures.
8. Lead on the delivery and organisation of staff/student training as appropriate.
9. Provide support, advice and expertise about safety, safeguarding and referrals.
10. Oversight of prevent duty and radicalisation and provide regular staff updates.

#### **Lead SEND Provision:**

1. Provide strategic direction for SEND provision and ensure that the school's statutory obligations in relation to SEND are met.
2. Oversee the day to day operation of the school's SEND Strategy, working closely with SENDCos, staff, parents and local agencies to ensure that all students with specific needs are provided for.
3. Monitor and evaluate the impact of teaching and learning on the progress made by children with SEND, EAL including SEND students in our Additionally Resourced Provision, in order to support the development of high achieving classrooms which support and foster the achievement of pupils with additional learning needs.
4. Analyse data and conduct observations and interviews to provide timely and targeted intervention for those who need it.
5. Collect and interpret specialist assessment data gathered on pupils and use to inform practice.
6. Identify and adopt strategies for ensuring children with a profile of SEND achieve at chronological age level or, if well below level, make significant and continuing progress towards achieving at that level.
7. Influence our Learning and Teaching policy to ensure that it supports inclusive teaching.
8. Prepare reports relating to the work of the Campus SENDCos to be made to the Co-Headteachers, Governing Body, and other stakeholders.

### **Qualities and knowledge**

1. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards all
2. Lead by example - with integrity, creativity, resilience, and clarity - drawing on personal scholarship, expertise and skills, and that of others.
3. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
4. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
5. Communicate the school's vision empowering all students and staff to excel

### **Students and staff**

6. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
7. Support an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
8. Support an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
9. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
10. Hold staff to account for their professional conduct and practice.

### **Systems and process**

11. Provide a safe, calm and well-ordered environment for all students and staff, focused on Safeguarding students and developing their exemplary behaviour in school and in the wider society.
12. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice
13. Contribute to strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.
14. Distribute leadership throughout the school, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

### **The self-improving school system**

15. Develop effective relationships with fellow professionals and colleagues within and beyond Beacon schools to improve academic and social outcomes for all students.
16. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
17. Help to shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
18. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
19. Inspire and influence others - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
20. Remain abreast of educational and other developments impacting both locally and nationally, and ensure staff are well briefed.

**Duties and responsibilities of the post will change over time as requirements and circumstances change. The post holder will be required to carry out such other duties consistent with the post and as directed by the Principal.**

## ASSISTANT PRINCIPAL CRITERIA

	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
1. Qualified Teacher Status	E	A
2. Good Honours Degree	E	A
3. Evidence of Professional Development and Leadership training	E	A
<b>Experience</b>		
4. Experience at leadership level	E	A A/I/R  A/I/R  A/I/R A/I/R A/I/R
5. Experience of leading and managing a team	E	
6. Successfully led, planned, managed and evaluated change which has had a significant impact at department/year team or whole school level	E	
7. Demonstrate the ability to work strategically and successfully at a leadership level	E	
8. Successfully collaborate with colleagues, partners and providers	E	
9. Building and sustaining effective relationships with all key stakeholders; partner schools, governors, parents, and the broader community	D	
10. Outstanding, sustained and successful experience as a teacher in a secondary context	E	A/I/R
11. Substantial experience of teaching at Key Stage 3 and 4	E	A
12. Substantial experience of teaching at Key Stage 5	D	A
<b>Professional Experience, Knowledge and Understanding</b>		
13. Experience of developing and sustaining a learning culture that has high expectations and standards of achievement whilst demonstrating a commitment real inclusive practice	E	A/I/R
14. Experience of ensuring student progress and achievement	E	A/I/R  A/I/R
15. Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement.	E	
16. Demonstrate effective interpersonal relationships and strategies for promoting individual and team development.	E	I/R
17. Knows how to establish and sustain effective organisational structures, systems, policy and practice.	E	A/I/R
18. Knowledge of and commitment to the implementation of the safeguarding agenda	E	I/R
19. Understand and use the principles and practice of quality assurance systems; school review, self-evaluation, performance management	E	I/R
20. Experience of holding individuals and teams and to account for learning outcomes.	E	A/I/R

Personal Skills and Attributes		
21. Inspire, challenge, motivate and empower teams and individuals to achieve high goals.	E	I/R
22. Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.	E	I/R
23. Demonstrate personal and professional integrity, including modelling values and vision.	E	I/R
24. Prioritise, plan and organise themselves and others.	E	I/R
25. Think analytically and creatively and demonstrate initiative in solving problems.	E	I/R
26. Aware of own strengths and development needs and, listen to and reflect constructively and consider/implement, feedback from others.	E	I/R
27. Demonstrate resilience and optimism.	E	I/R
The Trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. Enhanced DBS Disclosure is required for this post.		

### How to apply

Please submit an expression of interest to [recruitment@beaconacademytrust.co.uk](mailto:recruitment@beaconacademytrust.co.uk). Your application should be a maximum of two A4 pages.