



JOB DESCRIPTION

Post Title:	Assistant Principal: Student Engagement and Partnerships
Accountable To:	Vice Principal / Principal
Scale	Leadership Point 11-15

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the College's policy statements to fulfil the general aims and objectives of the Quality Improvement Plan.

The specific responsibilities of the successful candidate will be determined by the Principal based upon appointment and will be based on the requirements of the College and the successful candidates prior experience.

PURPOSE OF THE POST

To lead a strategic programme that places student engagement at the heart of progression, strengthening relationships between Elliott Hudson College (EHC) and GORSE 11–16 academies. The postholder will ensure EHC becomes the natural and aspirational choice for students by driving initiatives that connect with learners early, showcase the college experience, and remove barriers to progression. This will be achieved through collaboration, immersive outreach, and shared professional development, with clear accountability for measurable outcomes in student engagement, recruitment, and progression.

POST-SPECIFIC RESPONSIBILITIES

STRATEGIC LEADERSHIP

- Design and implement a student engagement strategy that aligns with the trust and college's vision, ensuring every activity inspires and informs students about post-16 opportunities.
- Set clear objectives and performance measures for engagement activities, reporting regularly to principals and governing bodies across GORSE academies.

TRUST PARTNERSHIPS AND PROFESSIONAL DEVELOPMENT

- Build strong, sustainable relationships with senior leaders and staff across all GORSE academies to embed engagement as a shared priority.
- Be a visible and approachable presence for students within academies and at key events, fostering trust and aspiration.
- Design and deliver CPD programmes for staff to strengthen understanding of post-16 pathways and how to support student progression.

STUDENT ENGAGEMENT AND EXPERIENCE

- Develop and deliver Year 9 Experience Days that spark curiosity and raise aspirations for post-16 education.

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- Organise Year 10 High Prior Attainer (HPA) events and other targeted activities at EHC to deepen engagement.
- Coordinate participation in GORSE Scholars and Hudson Scholars Programmes, ensuring students feel valued and challenged.
- Create student immersion opportunities at EHC, such as taster lessons, enrichment days, and shadowing experiences.
- Establish student voice mechanisms to identify barriers and co-create solutions.
- Lead joint enrichment activities—competitions, performances, and showcases—to build connections and excitement.
- Track and monitor engagement data to measure impact and inform future strategies.
- Take ownership of key recruitment events, ensuring they are student-centred and impactful.

PARENTAL AND COMMUNITY ENGAGEMENT

- Ensure EHC has a strong presence at parental engagement events across GORSE academies.
- Develop strategies to involve parents and carers in the engagement journey through presentations, information evenings, and digital communication.

PROMOTION AND VISIBILITY

- Deliver consistent, aspirational messaging about EHC across all trust academies.
- Promote the college through personalised displays, assemblies, and engaging digital content tailored for students.
- Collaborate with marketing teams to create student-focused campaigns that resonate with GORSE audiences.

PERFORMANCE AND ACCOUNTABILITY

- Monitor engagement impact through data analysis, with a focus on target groups (e.g., Disadvantaged, High Prior Attainers).
- Provide regular reports to the Senior Leadership Team and contribute to trust-wide strategic planning.

DEVELOPING PROFESSIONAL AND CONSTRUCTIVE RELATIONSHIPS

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Promote the College vision and values and an ethos in which the highest achievements are expected from all members of the College community.
- Establish and develop effective team working practices.

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- Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies.
- Ensure an aspirational and motivational culture is developed, sustained and celebrated.
- Be able to prioritise, be efficient and meet deadlines.
- Be an effective and clear line manager.

WORKING WITHIN THE LAW AND FRAMEWORKS

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work. Contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people, including reading and implementing the College's key safeguarding materials which include:

The College's Child Protection Policy,
The College's Behaviour policy

- Know how to identify potential child abuse and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.

DEVELOPING PRACTICE

- Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e. training, mentoring etc.)
- Recognise the importance of self-evaluation in raising standards.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being refining their approaches where necessary.
- Work effectively with the Principal and Executive Principal, the Chair of the Local Governing Body and the Local Governing Body itself to enable it to meet its responsibilities for securing effective teaching and learning and high standards of achievement, and for achieving efficiencies and value for money.
- Work closely with the Board of The GORSE Academies Trust, its other academies, strategic partners and stakeholders.

PROFESSIONAL SKILLS

- Promote and model inspirational teaching and learning around all subjects.
- Manage pastoral care, student welfare, child protection and anti-bullying procedures effectively.
- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ID and thinking and learning skills appropriate within their phase and context.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
 - Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
 - Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
 - Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas of development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children

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and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the College.

- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the College's Behaviour policy.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

STRATEGIC DIRECTION AND DEVELOPMENT

- Support the Principal in the communication of the vision, effective management and operational efficiency to fulfil the ethos of the College.
- Lead on key specific areas of responsibility that ensure the realisation of an exceptional educational provision for all young people at the College.
- Work in conjunction with community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

- Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Know the assessment requirements and arrangements for the subjects / curriculum areas they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local data to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects / curriculum areas and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

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- Know how to make effective personalised provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

PERSONAL RESPONSIBILITIES

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Drive up expectations and promote an aspirational culture.
- To carry out the duties and responsibilities of the post, in accordance with the College's Health and Safety Policy and relevant health and safety guidance and legislation.
- To take responsibility for safeguarding and promoting the welfare of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.
- To undertake other duties, appropriate to the post that may reasonably be required from time.

Person Specification - Assistant Principal

Qualifications and Experience:

- An honours graduate (or equivalent) with Qualified Teacher Status.
- Evidence of impact in improving student outcomes at subject or whole school level.
- Evidence of a commitment to further professional training.
- Evidence of whole school impact in a secondary school.
- Evidence of on-going professional development.
- Evidence of successful team leadership.
- Evidence of good organisational and management competence.
- Evidence of having led positive change.
- Experience of contributing to the continued professional learning of colleagues.
- Experience of engaging effectively with parents and carers in learning.
- Evidence of significantly improving achievement levels for young people.
- Evidence of having implemented and led whole school strategies.
- Experience of working with the wider learning community.

Personal Qualities

The successful candidate will have:

- A positive and optimistic approach to working with young people.
- A highly professional manner at all times.
- The ability to motivate, inspire confidence in students, consult and encourage.
- Excellent inter-personal and communication skills.
- The ability to set high expectations and challenge under-achievement whilst retaining a positive and encouraging working relationship.
- A good focus on standards in order to raise achievements.
- A calm and clear approach when problem solving.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people in accordance with safeguarding practice.
- To be an effective team leader and team member, able to model positive behaviour.
- Emotional intelligence.
- Evidence of an understanding of the role of a highly effective school within its community.
- Excellent communication skills – staff, governors, students, parents and the community.
- Ability to be a good ambassador for the school in external meetings.
- Excellent punctuality and attendance.
- The potential for further promotion.

Strategic Direction – Leadership and Management

- To have the ability to identify future problems and suggest solutions.
- To be able to support the Principal and Executive Principal in developing a broad range of strategies for improvement.
- To have had experience of running a budget.
- To be able to prioritise, be efficient and meet deadlines.
- To be a clear and effective line manager.
- To have an understanding of the Performance Management system and its role in improving standards.

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Teaching

- To be an Outstanding classroom practitioner and enjoy teaching.
- To have had experience of innovative curricular development.
- To understand and use target setting to improve standards.
- To show evidence of the ability to positively influence and develop the teaching of others.
- To understand the importance of self-evaluation in raising standards.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.