

Assistant Principal, Student Welfare, Behaviour and Attitudes: Job Description

In addition to the conditions of employment and the professional duties of Assistant Principal in the School Teachers' Pay and Conditions Document 2014, the above post includes the following responsibilities:

1. Purpose

Shared Responsibilities with Principal	Other Responsibilities
<ul style="list-style-type: none"> To create, develop and maintain a high quality educational environment for pupils with Social, Emotional and Mental Health difficulties. To ensure the continued development of the school and make a significant contribution to high quality organisation, leadership and management. To play a full and active role in supporting and promoting every aspect of the life of the school. To attend and contribute to Local Governing Body meetings as appropriate. Accept the collective responsibility of the SLT and respect its confidentiality when this is agreed to be necessary. To keep abreast of developments within education and the special sector at local, national and international level. 	<ul style="list-style-type: none"> The Assistant Principal for Student Welfare, Behaviour, and Attitudes will play a key role in promoting and maintaining a positive, inclusive, and safe school culture. This role involves leading the development and implementation of strategies to support student welfare, manage behaviour effectively, and foster positive attitudes towards learning. Supporting the Principal in Professional Duties: To assist the Principal in mutually agreed areas of school leadership and management, including Teaching and Learning, Attainment and Performance Management of Teaching staff. To deputise for the Principal as required. Flexibility in working across satellite sites and organisations within the Academy Trust.

2. Organisation, Leadership and Management

Shared Responsibilities with Principal	Other Responsibilities
<ul style="list-style-type: none"> To uphold the aims and objectives of the school and ensure implementation, monitoring, development and review of policies to support these aims. 	<ul style="list-style-type: none"> With the Principal, promote professional development for all staff, supporting a whole school programme of INSET in line with current improvement priorities and appraisal targets, as well as targeted INSET for groups and individuals To lead INSET as and when appropriate
<ul style="list-style-type: none"> To work closely with the Principal and SLT on strategic school improvement planning and school self-evaluation. To work closely with the Principal, School Business Manager and Local Governing Body to ensure effective financial planning, efficient use of resources and best value for money. 	<ul style="list-style-type: none"> With the Principal be an Appraiser for the Appraisal/Performance Management of teachers. To line manage Teaching staff.

<ul style="list-style-type: none"> To develop and maintain an appropriate staffing structure. 	<ul style="list-style-type: none"> To oversee the induction programmes of new staff. To lead in monitoring pupil attendance; to implement school policy in order to reduce pupil absence.
<ul style="list-style-type: none"> To chair and minute Annual Reviews across the school as appropriate to ensure high quality returns are made to families and the LA. 	<ul style="list-style-type: none"> With the Principal, to ensure that class and school timetables run efficiently and that there is appropriate balance of subjects across key stages.
<ul style="list-style-type: none"> To develop and maintain effective communication between children, staff, parents/carers, governors and the wider community To assist in identifying advice and support for parents, carers and families. To establish and maintain external relationships, including co-ordination and quality monitoring of external communication systems with carers, professionals, the DfE, partners and others. 	<ul style="list-style-type: none"> To ensure, as part of SLT, child protection and the safeguarding of children.
<ul style="list-style-type: none"> To ensure equality of opportunity and of access for all members of the school community. 	<ul style="list-style-type: none"> To oversee the delivery of intervention programmes and specialist therapeutic programmes.
<ul style="list-style-type: none"> To monitor and evaluate the effectiveness of the Health and Safety policy and assist the Executive Principal, Site Manager and Finance Director in ensuring that the health and safety needs of pupils and staff are met. 	
<ul style="list-style-type: none"> To support with the implementation and evaluation of the School's various action plans. To assist with the development of community cohesion. 	

3. Management of Teaching and Learning

Shared Responsibilities with Principal	Other Responsibilities
<ul style="list-style-type: none"> To ensure effective long, medium and short-term planning of the school curriculum. To assume a shared responsibility for assessment, recording and reporting of pupils' progress, both quantitative and qualitative, ensuring progression and continuity and sending relevant information on pupils' attainment to the DfE/LA. To ensure that learning experiences support the development of the individual student, including appropriate accreditation. To ensure effective assessment, recording and reporting of student progress occurs and have a key role in analysing said data and identifying areas for improvement. 	<ul style="list-style-type: none"> Leadership of various curriculum initiatives to ensure the school responds to changes in demand and that the curriculum is pupil-centered, accessible, broad, balanced and relevant. With SLT, to ensure that the planning and delivery of the curriculum is tightly focused (including The National Curriculum) and tailored to meet children's individual needs.
<ul style="list-style-type: none"> To ensure that all pupils have equality of access to the whole curriculum, maintaining a stimulating, relevant and effective learning environment in which the individual needs of pupils are met. To share responsibility for lesson observations and offer high quality coaching as appropriate. 	<ul style="list-style-type: none"> To undertake a teaching commitment as appropriate to promote outstanding classroom practice and sustain curriculum innovation. With the SLT, to oversee and evaluate teachers' planning and assessment and offer coaching as appropriate.
<ul style="list-style-type: none"> To offer consistent pastoral support for pupils and to provide expert guidance on promoting positive conduct and learning behaviours. 	
<ul style="list-style-type: none"> To promote effective collaboration between staff within and between departments, to ensure coherent planning, consistency of educational opportunities for pupils and high standards of teaching and learning. 	

4. Management of People

Shared Responsibilities with Principal	Other Responsibilities
<ul style="list-style-type: none"> To develop and maintain excellent working relationships with all staff, at all levels, including multi-agency colleagues. To maintain a positive team ethos through effective communication and shared discussion and training. Exercise effective staff management to lead and motivate others. Motivate and empower others to carry the vision and values of the Academy Trust forward Support the Principal with the recruitment and selection of teaching and support staff Work in partnership with the Principal to optimise the contribution of all staff to ensure excellent quality of education and learning. Looking for opportunities for continuous improvement. Provide mentoring and coaching to teachers and support staff, helping them to achieve our expectations and standards. Offer ongoing support and foster a collaborative environment. To promote positive links between the school and pupils' families, external agencies and the wider community. 	<ul style="list-style-type: none"> With the Senior Leadership Team, oversee timetables, assembly and duty rotas and weekly information lists to ensure the smooth operation of the school. To support the day to day management of staff, including arranging cover for staff absence. Management of employee relations processes such as managing sickness absence, disciplinary and grievance and capability. Implement and uphold school policies related to staff conduct, ensuring a professional, inclusive and supportive workplace culture. Foster a positive work environment where staff feel valued, supported, and motivated. Conduct regular classroom observations and provide constructive feedback to teachers, identifying strengths and areas of improvement in teaching practices.

Note: This JD is not a comprehensive statement of procedures and tasks but sets out the main expectations of The Pride Academy in relation to the post holder's professional responsibilities and duties. The duties of this post may vary from time to time, as required by the Principal, without changing their general character or the level of responsibility entailed. This job description is to be reviewed annually. The responsibilities listed above are the basic essentials of the post; it is always open to the post-holder to propose ways of extending these responsibilities.

The Pride Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Data and Barring Service (DBS) as part Orchard Hill College & Academy Trust's pre-employment checks.

Assistant Principal - Person Specification

QUALIFICATIONS AND TRAINING	
Qualified to degree level and above	Essential
Qualified to teach in the UK	Essential
Right to work in the UK	Essential
Recent and relevant professional development	Essential
A further post-graduate qualification relevant to the post	Desirable
EXPERIENCE	
Evidence of significant recent experience of responsibility for staff management and deployment	Essential
A proven track record of recent and successful class teaching of children with Social, Emotional and Mental Health needs (SEMH).	Essential
Evidence of proven successful experience of differentiating and teaching the curriculum for children with SEMH.	Essential
Evidence of effective financial planning, efficient use of resources and obtaining best value for money.	Essential
Evidence of the ability to scrutinise a range of data and make recommendations about school improvement following the analysis of the same.	Essential
Evidence of supporting strategic school improvement planning and school self-evaluation.	Essential
Recent evidence of using effective strategies to raise achievement for pupils with SEMH.	Essential
Experience of effective working within a specialist SEMH, PRU or Alternative Provision	Desirable
KNOWLEDGE AND UNDERSTANDING RELEVANT TO THE POST	
Excellent understanding of current theory and best practice in teaching and learning, particularly as it relates to achieving high rates of progress for children with SEMH.	Essential
Excellent knowledge of how to raise achievement in English and maths for pupils with SEMH.	Essential
Broad subject knowledge of core curriculum and foundation subjects.	Essential
Understanding of effective strategies for maintaining high standards of learning behaviour, behaviour and discipline within the classroom and wider school context.	Essential

A deep understanding of equality of opportunity issues and how they can be successfully addressed within a SEMH, PRU or AP context.	Essential
Knowledge and understanding of best practice as it relates to child protection and safeguarding.	Essential
SKILLS AND ABILITIES	
<p>To demonstrate the skills of high quality teaching, including ability to coach others to:</p> <ul style="list-style-type: none"> • Interest, encourage and engage pupils; • Provide appropriate levels of challenge, so that pupils make good progress; • Use methods and resources that enable all pupils to learn effectively; • Use assessment information effectively to plan next steps in children's learning • Make effective use of time; • Secure high standards of behaviour; • Make effective use of teaching assistants and other support; • Enable pupils to acquire new knowledge and skills; • Enable pupils to develop the skills to work independently and collaboratively; • Enable pupils to develop self-esteem and respect for others; • Create a well organised, stimulating learning environment in line with the school policies. 	Essential
Evidence of leadership qualities including ability to lead, motivate and enthuse others.	Essential
Ability to provide a model of best practice within the classroom and other learning settings	Essential

Ability to take a leading role in the promotion of a school ethos that promotes high achievement.	Essential
Excellent communication skills, including with pupils, parents and carers, other staff and external agencies.	Essential
Evidence of the ability to lead high quality in-service training.	Essential
To be flexible, accessible and approachable.	Essential
Evidence of the ability to provide leadership to a team in planning and implementing the curriculum and raising achievement.	Essential
A commitment to furthering own professional development and to the principle of continuous improvement.	Essential
Confident and competent with a range of IT	Essential
Excellent attendance record	Essential

*As part of Orchard Hill College & Academy Trust's pre appointment checks, current and past employers will be contacted for short listed candidates
Any discrepancies or anomalies, and/or issues from references will be discussed at interview with shortlisted candidates.*