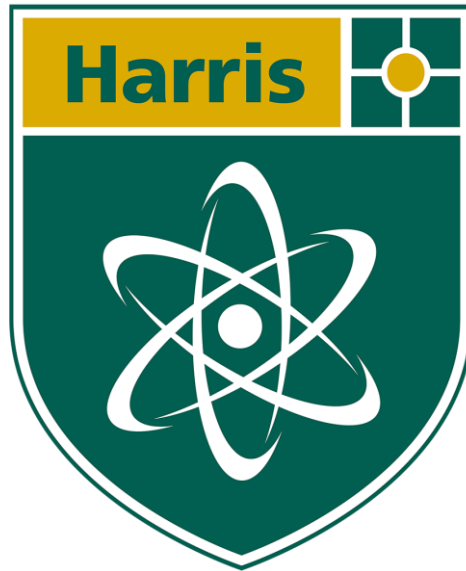




Assistant Principal – Teacher Development (English or Mathematics specialism)

Required Easter/September 2026

Leadership Pay Scale (L10-L14) Outer London

Full or part time/job share applications welcome

Cash Health Plan + Harris Benefits

We are seeking an outstanding Assistant Principal – Teacher Development (English or Mathematics specialism) to work within our high performing Academy. Harris City Academy Crystal Palace is a mixed Academy for 1,300 students aged 11-18, with a large sixth form of nearly 400 students.

The Academy has four consecutive Outstanding judgments by Ofsted, with the most recent inspection in 2025 finding the Academy to be Outstanding in every category. We are a consistently high performing school. Our motto, 'All Can Achieve' encapsulates our vision that all members of the Academy community are supported and encouraged to achieve their absolute potential. We believe that a well-supported and valued staff body is the key to our success.

Harris City Academy Crystal Palace is part of the Harris Federation and this enables us to offer you a comprehensive induction programme and training and development opportunities to support your career development including Masters and other qualifications.

Harris City Academy Crystal Palace is committed to safeguarding and promoting the welfare of children. Successful applicants will be required to undertake an Enhanced Disclosure by the DBS (Disclosure & Barring Services).

To arrange a confidential discussion with the Principal or a visit to the Academy please contact Tracey Harrison, PA to the Principal HarrisonT@harriscrystalpalace.org.uk

For details on closing date, please consult the advert on our website. Interviews will be held on receipt of successful applications, therefore you are encouraged to apply early.

References will be taken up for all candidates shortlisted for interview. Only shortlisted candidates will be contacted. The successful candidate will be subject to an enhanced DBS check.

Job Description

Job Description - Post Title Assistant Principal – Teacher Development (English or Mathematics specialism)

Purpose	- To collaborate as a member of the Academy Leadership Team in order to build a shared vision of excellence and high standards for all students. - Oversight and leadership of teacher development, with a particular focus on Early Career Teachers & Initial Teacher Training. - To raise standards of student attainment and to monitor the effectiveness of learning and teaching within the Academy. - To strengthen the Academy's organisational capacity by contributing to its effective day-to-day management. - To participate in regular Academy self-review and to strive for continuous improvement in all aspects of the Academy's work. - To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. - To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth. - To support and participate in the work of the Harris Federation.
Reporting To	Senior Vice Principal
Liaising With	Principal, Senior Vice Principal, Assistant Principal, Lead Practitioners, Faculty Co-ordinators, Head of Subject, Parents
Disclosure Level	Enhanced DBS
Main/Core Duties	
Operational/Strategic Planning	- To support in leading on all aspects of teacher development within the Academy, with a particular focus on ECT & ITT. - To supervise and lead all staff to ensure the further improvement of quality of teaching of all groups in the Academy including SEND, PPG, LAC, EAL, HAP. - To create a strategic approach that promotes academic inclusivity and reduces outcome gaps between groups. - To contribute to staff development within the Academy including INSET days. - To support in monitoring the quality of teaching via and co-ordinate a strategic whole Academy approach to further improvements. - To ensure teachers have good knowledge of the subject(s) and courses they teach and to provide extra support for those teaching outside their main area of expertise. - To support in leading on the teacher development handbook and policies. - To support in ensuring Faculties follow the Assessment Policy and follow up. - To oversee the pedagogy development with curriculum areas and have overview of schemes of learning ensuring website it updated. - To oversee Home Learning.
General Expectations	- To ensure the provision of a broad and balanced curriculum for all students. - Undertake whole Academy duties as outlined in Academy leadership responsibilities that are negotiated each year. - Monitor and support the overall progress and development of students as a teacher. - To engage actively in the performance review process, addressing appraisal targets set by the line manager each autumn term. - To promote equal opportunities and celebrate diversity in all aspects of the Academy. - To play a full part in the life of the Academy community, to support its distinctive aim and ethos and: encourage staff/students to follow this example. - To support the Academy in meeting its legal requirements for worship. - To promote actively the Academy's corporate policies. - To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate. - To show a record of excellent attendance and punctuality. - To promote equal opportunities and celebrate diversity in all aspects of the Academy. - To adhere to the Academy's Dress Code.
Teaching	- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher. - To assist in the development of appropriate syllabuses, resources, schemes of learning, marking policies and teaching strategies in the curriculum area and subject area. - To contribute to the curriculum area and subject area's Improvement Plan and its implementation. - To plan and prepare courses and lessons. - To contribute to the whole Federation's planning activities.

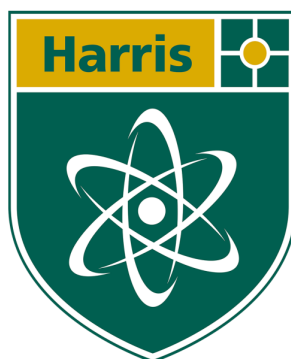
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in Federation and elsewhere.
To assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required.

Other Specific Duties

- To continue personal development as agreed at appraisal.
- To collaborate as a member of the Senior Leadership Team
- To attend Leadership Team meetings and participate in duties and whole school assemblies.
- To engage actively in the performance appraisal review process.
- To address the appraisal targets set by the line manager each Autumn Term.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
- To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support the Academy in meeting its legal requirements for worship.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
- To show a record of excellent attendance and punctuality. To adhere to the Academy's Dress Code.

Signature: _____

Date: _____



PERSONAL SPECIFICATION

	Essential	Desirable
Qualifications	• Qualified teacher status • Honours degree or equivalent • Knowledge and understanding of sixth form specific activities e.g. UCAS • Clear knowledge and understanding of current educational issues.	• Higher education qualification (Eg MA, NPQSL,NPQH)
Experience	• Minimum of four years teaching experience, minimum of two at subject leadership level. • Substantial and recent teaching experience at KS4 and KS5. • Proven success in raising achievement as a subject leader across at least two key stages. • Experience of leading, supporting and managing others, both individuals and teams, ensuring high quality performance. • Successful experience in implementation of monitoring, evaluation and review process to improve the quality of teaching and learning. • Some successful experience of leading on cross subject initiatives that have contributed to raising achievement. Experience of embedding innovative strategies for Assessment for Learning and Learning to Learn.	• Experience as a successful Associate Assistant Principal • Successful leadership, management, review and evaluation of a whole school initiative • Experience of working with external agencies such as Higher Education partners.
Leadership	• The ability to motivate and inspire staff and students • The ability to make sound judgments based on objective criteria • Ability to manage the process of change effectively and thereby deliver major projects through to a successful outcome by continuously reviewing and evaluating progress • The ability to bring plans to fruition • Ability to analyse and interpret student data and set challenging targets • The ability to communicate calmly and negotiate solutions in complex and often difficult situations, with parents, students and the local community. • Proven ability to identify and implement strategies to raise standards of Teaching and Learning. • Ability to lead and manage own work effectively and take responsibility for own professional development. • Excellent communication and presentation skills. • Ability to participate in and promote performance and exhibition of students' work as an integral part of Academy life. • Ability to carry out the job description.	

Personal Qualities

- Excellent time management skills and the ability to prioritise and meet deadlines under pressure.
- Ability to enhance performance by motivating and developing staff, successful use of team building techniques, support of NQTs and inducting staff with new responsibilities.

Enthusiasm for and commitment to the achievement of the Academy's overall vision for success at all.
Willingness to work hard.
Creative approaches to enhancing the learning environment.
Record of excellent attendance and punctuality.
Enthusiastic and Exceptional teacher, with a proven track record of excellent results in public examinations.
Flexible, adaptable, results orientated and able to prioritise, resilient under pressure.
Awareness of and commitment to equal opportunities and valuing diversity. To command and demand respect from the Academy community.
A commitment to "personalising learning" for all students in the Academy.

The aspirations, talent and enthusiasm to become a Principal.

SAFER RECRUITMENT IN EDUCATION

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Policy Statement on the Recruitment of Ex-Offenders.

Information for Applicants

All applicants for all vacant posts will be provided with:

- A job description outlining the duties of the post, including safeguarding responsibilities.
- A person specification may also be provided and will include a specific reference to suitability to work with children.
- A Harris Federation Application form, and all applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role (in addition all applicants are required to account for any gaps or discrepancies in employment history).

CVs will not be accepted

Shortlisting and Reference Requests

References will be requested at the selection stage directly from the referee. They will be asked:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children;
- whether the referee has any reservations as to the candidate's suitability to work with children. If so, the Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Pre-Employment Checks

All staff will require an enhanced DBS. Prohibition and Overseas checks will also be completed if necessary.