

ASSISTANT PRINCIPAL – JOB DESCRIPTION

FTE Salary: Leadership Pay Range

Hours of Work: 32.5 hours per week Monday to Friday

Contract Type: Spring Term 2026

Job Purpose: In addition to the duties and responsibilities of a class teacher you will assist in the overall effectiveness of the college vision, values and culture by being a member of the SLT.

Experience and knowledge of working in a Specialist Further Education College for young adults with SEND is essential to be able to carry out this role.

- To assist the Executive Principal by providing professional leadership and management and to deputise for the Executive Principal in their absence.
- To ensure that the quality of vocational education and training delivered by the college has a positive impact on all learners, leading to outstanding outcomes for learners and continued and sustainable improvement of the college provision.
- To assist with the Self-Assessment Review and the Quality Improvement Plan and contribute towards providing information to a range of audiences and the Board of Trustees.
- To assist in creating a positive learning environment that is engaging and fulfilling for students and staff and create effective partnerships with parents and carers.
- To assist in identifying college development priorities for continuous improvement and raising of standards.
- To assist in the development of teaching and learning to realise the potential for all students and establish a culture that promotes excellence, equality and high expectations.
- To ensure resources are efficiently and effectively used.
- To play a key role across EIAT in terms of improving the quality of provision by working systematically with colleagues from other establishments.
- To ensure that the values, ethos and motto of EIAT are embedded into the work of The Hive College.

Key Responsibilities: To assist the Executive Principal in ensuring that the following four key judgements are effectively met:

The Quality of Education
Behaviour and Attitudes
Personal development
Leadership and Management

- To ensure a consistent and continuous focus on student achievement using data and benchmarks to monitor progress.
- To analyse and produce performance data, including student achievement and outcomes and provide the Executive Principal and the Board of Trustees with relevant information relating to performance and development
- Contribute to the wider whole college improvement through participation in policymaking, development planning, target setting, monitoring and evaluation.
- To work collaboratively with other staff to establish consistency and common approaches across college in the delivery of curriculum.

- To provide leadership of middle leaders and support Early Careers Teachers
- Deliver standardisation training, manage standardisation meetings with relevant staff, and ensure that they meet assessment deadlines.
- Review teachers planning and lead on internal and external verification processes and procedures.
- To establish and maintain the intent, implementation and impact of a diverse, flexible curriculum and monitor and review classroom practice and promote improvement strategies.
- To lead on Inset Days when required by the Executive Principal
- Keep up-to-date in national developments within specialist further education, teaching practices and methodology.

Student Development and well-being

- Promote positive strategies for challenging all forms of bullying including racial and other prejudice.
- Take all reasonable steps to maintain good order and discipline among students and safeguarding their health and safety, both when they are authorised to be on college premises and when they are engaged in authorised college activities elsewhere.
- Promote college values that take into account the richness and diversity of the college's communities.
- Be responsible for ensuring that there is a stimulating and attractive learning environment and resources to deliver the curriculum across college.
- Promote an environment and a curriculum, which encourages healthy lifestyles.
- To assist in the safeguarding of students and maintaining effective safeguarding and pastoral care across all areas and all activities within the college.
- Liaise with specialist staff to ensure access to the curriculum for individual students with a diversity of needs and ensure that interventions are in place.

Leadership and Management

- To maintain a learning environment where colleagues share a common purpose; are treated fairly and with dignity and respect to create and maintain a positive college culture.
- To contribute to effective planning, allocation, support and evaluation of work by teams and individuals across the Multi Academy Trust establishments, including clear delegation of tasks.
- To effectively manage staff training in order to maintain and develop staff skills and competences.
- To liaise with health staff in order that students medical needs are managed properly.
- To participate in procedures for staff induction, professional development and performance review.
- To participate in the interviewing process for college posts.
- To link with the parents and carers of students on behalf of the college.
- To respond to reasonable requests to undertake work of a similar level that is not specified in this job description.
- Retain some teaching responsibility but have increased duties for managerial and pastoral issues.



Supervision Received

- **Supervising Officer's Job Title:** Executive Principal
- **Level of Supervision:** Left to work within established guidelines subject to scrutiny by supervisor

Notes:

This job description may be amended at any time in consultation with the postholder.

ALL STAFF ARE EXPECTED TO BE COMMITTED TO THE ACADEMY'S EQUAL OPPORTUNITIES POLICY

ASSISTANT PRINCIPAL – PERSON SPECIFICATION

Method of Assessment (MOA)

AF = Application Form

I = Interview

T = Test or Exercise

P = Presentation

CRITERIA	ESSENTIAL	DESIREABLE	M.O.A.
KNOWLEDGE AND EXPERIENCE	<ul style="list-style-type: none"> Knowledge and experience of the intent, implementation and impact of a vocational / sensory curriculum in Preparation for Adulthood. Knowledge and experience of what high quality teaching and learning looks like and the strategies for improving and sustaining it. Knowledge and experience of Recognising and Recording Progress and Achievement (RARPA). Experience of analysing and interpreting data to monitor the progress of staff and learners and take action where required. Experience of leading professional development through example and support. Ability to identify where improvements to enhance the effectiveness of the college are required and how to implement them effectively. 	Experience of working in Specialist Further Education College for young adults with SEND.	AF/I AF/I AF/I AF/I AF/I AF/I/P
SKILLS AND ABILITIES	<ul style="list-style-type: none"> Setting expectations and targets for staff and learners in relation to learner achievement and quality of teaching. Communicating effectively orally and in writing with parents, employers, trustees and other stakeholders. Ensure curriculum coverage effectively sequenced for all learners across all study programmes over a three year cycle. Establish clear expectations and constructive relationships among staff, including through team working and mutual support, devolving responsibilities and delegating tasks, appropriate evaluating practice and developing acceptance and accountability. Lead provision of high quality CPD by methods such as coaching, mentoring, drawing on other sources as appropriate. Create a climate which enables staff to develop and maintain positive attitudes towards teaching and learning. 		AF/I AF/I AF/I AF/I AF/I AF/I

	<ul style="list-style-type: none"> • The drive and ability to set clear expectations and parameters and to hold self and others accountable for performance. • Objectivity in assessing own and others strengths and weaknesses and the ability to assess these accurately. • Have a positive problem-solving approach. • Commitment to equal opportunities and inclusion. • Ability to maintain appropriate relationships with adult learners. • Emotional resilience to challenging behaviour. • Correct attitude to the use of authority and maintenance of discipline. • Ability to be clear of your motivation to work with adult learners. 		AF/I
			AF/I
TRAINING	<ul style="list-style-type: none"> • Willingness to participate in further training and developmental opportunities offered by the college to further knowledge. 		AF/I
EDUCATION / QUALIFICATIONS	<ul style="list-style-type: none"> • Teaching Qualification. • Good numeracy and literacy skills. • Good ICT skills. 		AF/I AF/I AF/I
OTHER	<ul style="list-style-type: none"> • Willingness to maintain confidentiality on all college matters. • A flexible and positive attitude. • Competent and organised. • Patient. • Enjoy working with young adults. 		AF/I AF/I AF/I AF/I AF/I
SAFEGUARDING	<ul style="list-style-type: none"> • Enhanced DBS is essential. • This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement of the role. 		AF/I AF/I

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