

## Job Description Assistant Principal

<b>Job Title:</b>	Assistant Principal
<b>Grade:</b>	Standard National scale in line with the current School Teachers' Pay and Conditions document
<b>School:</b>	The Parkgate Academy
<b>Salary Scale:</b>	Leadership Scale: L1 – L5
<b>Responsible to:</b>	The Principal
<b>Supervisory Responsibility:</b>	Curriculum development and subject leaders

### Duties of the Assistant Principal:

In addition to the requirements of a class teacher, the Assistant Principal would be expected to fulfil the expectations and other duties as assigned by the Principal for which he/she will receive timetabled non-contact time to help enable these roles. The amount of non-contact time will be decided by the Principal, and may vary from week to week.

We have incorporated the National Standards of Excellence for Headteachers (2015).

### 1. Shaping the Future

- Carry out the trust's ambitious vision for the academy ( *VISION: **Challenging educational orthodoxies in the best interests of achieving excellence so that: all children make at least good progress; cohorts, groups or schools perform well; all teachers enable good or better learning; all schools strive to be outstanding*** ) and strive for high expectations for every pupil by setting high standards and leading by example in all areas of work;
- To ensure a culture of professional capital: human capital-identify emerging talents; social capital-teachers learn from each other in open classrooms; decisional capital-teachers and leaders make quality decisions to the benefit of all children;
- To share with the Principal the responsibility for ensuring that the academy's aims and objectives are achieved and support the Principal in developing and maintaining high morale and confidence amongst all staff and to set an example of high professional standards and leadership;
- To assist the Principal in establishing a positive school ethos.

## 2. Strategic Planning

- To write and implement the SEF and school development plans;
- To understand and use academy data and FFT data to set clear and aspirational targets for children's achievement.
- Work with colleagues within the leadership team to monitor children's progress and attainment and continue to raise standards;
- Develop leadership capacity through CPD, and work effectively at all times with the Principal, parents, members of staff and other schools in The Forge Trust, as well as sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally;
- To take a lead role in raising the quality of teaching and learning across the academy through the monitoring of curriculum delivery ensuring that it is appropriate to the needs and abilities of individual children;
- To advise teaching staff in planning and implementation of long and medium term plans across the curriculum.

## 3. Leading Learning & Teaching

- A commitment to **TEACH LIKE A PRO**
  1. *Partake in rigorous training and value feedback*
  2. *Receive and act upon continuous feedback*
  3. *Receive collegial (group) feedback*
  4. *Show respect for/take responsibility for/show an interest in research and evidence*
  5. *Be responsive to parents*
  6. *Strive for excellence*
  7. *Go far beyond the requirements of any written contract*
  8. *Adhere to the staff Code of Conduct*
- To ensure a high standard of education provision is provided for all children;
- To assist the Principal in ensuring that there is a consistent Forge approach of teaching, and outstanding outcomes are achieved by all groups of children and cohorts;
- To be an excellent practitioner and lead by example at all times, by demonstrating consistently high standards of personal and professional conduct, acting within the statutory frameworks which set out their professional duties and responsibilities;
- To take a lead role to ensure pupils' behaviour is managed effectively to create a good and safe learning environment and establish a framework for discipline with a range of strategies;
- To assist with development of good practice in teaching and learning methods and pedagogy, establishing an educational culture of open classrooms as a basis of sharing best practice within and between schools in the trust;
- Engage with research to improve outcomes for pupils in the academy and across The Forge Trust;
- To know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- To participate in all necessary arrangements and procedures relating to national and local assessments;

## 4. Developing Self and Working with Others

- To ensure the Monitoring and Evaluation Policy is rigidly stuck to week by week, so that all formal and informal monitoring is up to date as well as work scrutiny;

- To be responsible for the appraisal of an identified group of teachers/leaders across the academy;
- To work with teachers to implement The Forge Trust Teaching & Learning Toolkit, and ensure the teaching profile is consistently good;
- To lead by example and make a positive contribution to the wider life and ethos of the school;
- Develop effective professional relationships with colleagues;
- To provide leadership and give practical support and encouragement to teaching and non-teaching staff and provide assistance to staff seeking clarification of difficult issues;
- Work closely with other leaders to ensure effective transition across phases;
- Lead by example-with integrity, creativity, resilience and clarity-drawing on their own scholarship, expertise and skills, and that of those around them.

## **5. Managing the Organisation**

- To assist the Principal in the efficient running of the academy by developing and maintaining effective whole school systems, practices and procedures;
- To be accountable for the performance of the academy and its staff in the absence of the Principal;
- To be responsible for promoting and safeguarding the welfare of children and young people within the academy, and be a Designated Person for Child Protection;
- To drive the academy's appraisal policy, including leading periodic reviews and enhanced appraisal systems when necessary.
- Ensure that all members of staff recognise and fulfil their statutory responsibilities to all pupils in the academy;
- Ensure that a consistent approach to policies and procedures is adhered to;
- To take a lead role in the review, development and management of activities relating to the curriculum to pursue excellence for the academy;
- To effectively manage and deploy teaching and support staff, financial and physical resources within the academy to support the delivery of the curriculum;
- To lead and participate in meetings covering school and pupil activities and attend and lead assemblies;
- To communicate and consult with parents/carers and other relevant bodies applicable to the role;
- To assist the Principal and liaise with the Executive Assistant Principal responsible for ITT, NQTs and RQT development, to forward plan the staffing in the academy with a 2 to 3 year view of staff and wage bills;
- To undertake any professional duty which may be delegated to him/her by the Principal.

## Person Specification Assistant Principal

	Essential Criteria-candidates will only be shortlisted if they meet all these criteria	How identified	Desirable Criteria	How identified
Qualifications	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> </ul>	A	<ul style="list-style-type: none"> <li>Other educational/professional qualifications</li> </ul>	A
	<ul style="list-style-type: none"> <li>Degree/PGCE or equivalent qualifications</li> </ul>	A	<ul style="list-style-type: none"> <li>Working on/willing to undertake leadership CPD</li> </ul>	A
	<ul style="list-style-type: none"> <li>NPQML</li> <li>NPQSL</li> </ul>	A	<ul style="list-style-type: none"> <li>Non-educational qualifications. e.g. sport, first aid, music</li> </ul>	A
Knowledge & Experience	<ul style="list-style-type: none"> <li>Minimum of three years recent successful experience in Primary School</li> </ul>	A	<ul style="list-style-type: none"> <li>Experience of contributing to school development plans, and carrying out monitoring and evaluation</li> </ul>	A
	<ul style="list-style-type: none"> <li>Evidence of providing excellent provision for all pupils and achieving high standards of progress for pupils with a range of ability, including children with Special Educational Needs and More-able Pupils</li> <li>Experience of management and leadership of a team of teachers and support staff</li> </ul>	A I R	<ul style="list-style-type: none"> <li>Experience in more than one school</li> <li>Experience of leading an aspect of non-curricular development e.g. School Council, Investors in Pupils, International School Award</li> <li>Experience of leading and supporting CPD. eg. mentor for trainees, in school programmes.</li> <li>Experience of successfully preparing children for statutory assessments.</li> <li>Involvement in staff recruitment and selection.</li> <li>Experience of timetabling.</li> </ul>	A A A A I A A A

Professional Skills	<ul style="list-style-type: none"> <li>Outstanding Teacher</li> <li>Ability to work co-operatively as a leader and member of a team</li> <li>Proven ability to implement strategies for raising pupil achievement including monitoring and evaluation of the work of others</li> <li>Excellent people skills- motivating, nurturing and challenging children and adults to achieve their best</li> <li>Excellent ICT skills for teaching, learning and management</li> <li>Confidence, clarity and decisiveness in making and carrying out decisions.</li> </ul>	A I R R A I R A I R	<ul style="list-style-type: none"> <li>Experience in working with other partners- secondary/pre-school/ITT/extended services</li> <li>Experience/Training in safeguarding procedures including child protection, risk assessment, safer recruitment etc</li> <li>Experience in managing non-teaching staff. eg) TAs, midday supervisors</li> <li>Knowledge of Analysing School Performance/Data Management</li> <li>Ability to sing/play a musical instrument</li> </ul>	A A A A A
Professional Ethos & Commitment	<ul style="list-style-type: none"> <li>High expectations for self and others and a strong commitment to raising achievement</li> <li>Commitment to promote partnerships with parents/carers and the wider community</li> <li>High expectations of pupil behaviour and strategies to meet the personalised learning and emotional needs of every child</li> </ul>	A I A A I	<ul style="list-style-type: none"> <li>Willingness to be involved in extra-curricular activities</li> <li>Experience of innovation and creativity in the curriculum</li> </ul>	A A
Personal Qualities	<ul style="list-style-type: none"> <li>Strong work ethic, and a commitment to the trust's motto '<i>labor omnia vincit</i>'</li> <li>Approachable with extra interpersonal skills</li> <li>High standards of presentation</li> <li>Ability to promote and develop positive relationships within and beyond school</li> </ul>	I R A R A I I A I		

	<ul style="list-style-type: none"> <li>• Ability to set and work to deadlines</li> <li>• Resilient. Having the ability to remain positive and retain your sense of humour!</li> <li>• Proven track record of achieving targets-tenaciously ensuring projects are seen through to completion</li> </ul>	A I  R		
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Key: A-Application / R-Reference / I-Interview

This Job Description and Person Specification was written by L. Hessey (CEO) & J. Macintyre (Deputy CEO) ON 30.11.2017