



Whittingham Primary Academy

Job Description

Post: Assistant Principal
Responsible to: Principal

STATUS OF POST

This is a senior post within the school's staffing structure, which carries with it membership of the Senior Leadership Team (SLT). This post holder is accountable to the Principal. As a member of SLT, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Principal.

Job Purpose

- To support, hold accountable, develop and lead the inclusion team in order to secure high quality teaching, the effective use of resources and improved high standards of learning and achievement for all children in the school.
- Have the skills, preparation, and authority to carry out the role effectively, including making rigorous and fair judgements on progress towards meeting the core standards
- To have teaching responsibility for a class
- To contribute effectively to the school performance management system as an appraiser.
- To support the Principal 's overall leadership, development and management of the teaching and learning of all children; to have a class teacher responsibility where appropriate and be able to teach in both key stages, to take a leading role in the monitoring and evaluation of standards across the whole school with focus on a particular phase and to be a leading professional actively promoting effective teaching and learning practices across the school.
- The post will require you to work in partnership with the Principal, governors and staff to ensure the continuous improvement of the school. The post holder may be expected to attend governing body meetings.
- This job may also require some working at other setting within the group, or any other academy as is deemed appropriate.

Specific duties:

Strategic development

- Support the Principal and governors in promoting and developing a vision for the future of the school; demonstrating inspirational leadership and creativity.
- Play a significant role in the school improvement planning process, taking account of the agreed priorities of the school and reflecting specifically on personal areas of responsibility.



- Contribute to the identification of key areas of strength and weakness in the school with detailed reflection on day to day working knowledge of the school's policies and practices.
- Exemplify the application of agreed policies, priorities and expectations, so as to set a good example to other colleagues.
- Develop and enhance a culture of team work, in which views of members of the school community are valued and taken into account.
- Contribute to the self-evaluation of the school and lead the work on this and Phase specific SEF.
- Develop a phase action plan in response to outcomes of monitoring and evaluation
- To induct new staff into the team

Teaching, Learning and Assessment

- Maintain a high profile as an example of best and leading practice (including formative assessment) within the classroom and foster the high expectations to which the school aspires.
- To lead, develop and monitor whole school assessment in conjunction with the principal.
- Lead a phase team.
- Share responsibility for the analysis of key school performance data for the relevant phase, to ensure priorities are appropriate and improvement in standards is promoted.
- Oversee the development of effective timetabling, which meets and responds to the needs of children within the statutory frameworks and the resources available.
- Coach and develop staff to maximise impact on effective teaching and learning.
- Through liaison and guidance, work closely with curriculum leaders to ensure the best learning opportunities for children.
- Actively include children to further enhance their learning opportunities and personal development.
- Support the target setting process, including statutory procedures and targets for individuals and groups throughout the school.
- Implement and model strategies to promote high standards of behaviour.
- Seek to develop and enhance a broad and rich curriculum which meets the needs of the range of children in the school.
- Monitor and evaluate outcomes achieved from classroom practice.
- Take a leading role in development of quality and manageable assessment practice throughout the school.
- Support the development of a core subject throughout the school to ensure high quality teaching which support high standards.
- To demonstrate a commitment to positive behaviour management throughout the school acting as a restorative practice facilitator.

Role Specific Responsibilities

The Assistant Principal will:

- Be responsible for developing a specific area of the school development plan.
- Be responsible for monitoring and evaluating learning and teaching.



- Demonstrate and model excellent teaching and learning in all aspects of the curriculum.
- Be responsible for ensuring the quality of formative and summative assessment.
- Interpret and use data to set effective targets to raise achievement in the phase.
- Keep up to date with recent developments in education.
- Be a member of the safeguarding team.
- Provide training for all members of the school staff.
- Initiate strategies for involving parents/carers in their children's learning.
- Work with staff in selecting and ordering appropriate books, materials and equipment within an agreed budget.
- To work in partnership with other subject leaders to ensure their participation in understanding and developing the curriculum as set out in the School Improvement Plan.
- Undertake any reasonable task, as directed by the Head of School

Managing the organisation

- Manage the day-to-day activities of the delegated areas of responsibility to ensure the school meets statutory requirements in a highly effective and efficient manner.
- Develop action plans in specified areas of responsibility, in order to bring about improvements.
- Contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities.
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the children and value for money.
- Ensure that equal opportunities for children and staff are effectively promoted.

Securing Accountability

- Work alongside the Principal to secure improvement through Performance Management; take responsibility for the performance management of identified staff
- Support staff in understanding their own accountability and develop approaches to its review and evaluation.
- To work alongside the Principal to use a range of data sources to set realistic yet challenging targets for children, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes and identify priorities for the school development plan.
- Contribute to the reporting of the performance of the school to parents, carers, governors, and other key partners as necessary.

Strengthening Community

- Support the development of the school within the community; strengthening partnerships with other schools and services thus enhancing community cohesion.
- Demonstrate an understanding of the diversity of the school community.
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice.



- Evaluate and enhance the development of a curriculum which provides children with opportunities to enhance their learning within the wider community.
- Promote and model good relationships with parents and carers, which are based on partnerships to support and improve children's achievement, involving parents as true partners in the education of their children.

Professional Characteristics

Demonstrate that you are an effective professional who challenges and supports all children to do their best through:

- Inspiring trust and confidence,
- Building team commitment,
- Engaging and motivating children,
- Analytical thinking,
- Taking positive action to improve the quality of children's learning.

SLT Responsibilities

These responsibilities are over and above those required by a teacher of main professional Grade or those staff who are members of the Senior Leadership Team.

- To lead a team of teachers and support staff.
- To identify professional development needs and co-ordinate staff development programmes to raise levels of achievement.
- To be involved with the development of whole school policies from 3-11 within your own subject area and within others.
- To be an active member of the Senior Leadership Team and work as a team ensuring appropriate professional conduct and confidentiality where appropriate.
- To actively support all policy decisions.
- To attend governing body committee meetings.
- To work with the Senior Leadership Team on interpreting and using data to set effective targets to raise achievement.
- To assist in planning and implementing timetables, rotas and systems to ensure the smooth day to day running of the school.
- To co-ordinate and assist with school events, during and out of school hours.
- To actively support staff in maintaining high standards of behaviour among all children throughout the school.
- To behave in a professional manner, as suited to the role.

Class teacher responsibilities

These responsibilities are those required by a teacher of main professional Grade or those staff who are members of the Senior Leadership Team.

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives according to the national curriculum and specifying how they will be taught and assessed.
- setting tasks which challenge pupils and ensure high levels of interest.



- setting appropriate and demanding expectations.
- setting clear targets, building on prior attainment.
- identifying SEN or very able pupils.
- providing clear structures for lessons maintaining pace, motivation and challenge.
- making effective use of assessment and ensure coverage of the national curriculum;
- ensuring effective teaching and best use of available time.
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework.
- creating a safe, happy and stimulating environment both inside and outside.
- being willing to develop and initiate new initiatives that will enhance the learning environment;
- preparing, maintaining and tidying up all equipment/areas within your environment inclusive of outdoor areas;
- using a variety of teaching methods to:
 - o match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - o use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - o select appropriate learning resources and develop study skills through library, I.C.T. and other sources.
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the areas set out in the national curriculum;
- evaluating own teaching critically to improve effectiveness.
- ensuring the effective and efficient deployment of classroom support.

Monitoring, Assessment, Recording and Reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- Assess and monitor pupils' work and set targets for progress.
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Undertake assessment of pupils as requested by examination bodies, departmental and school procedures.
- Prepare and present informative reports to parents. Curriculum Development
- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance.
- Contribute to the whole school's planning activities.

Pastoral Duties

- Undertake certain domestic jobs relating to the care and well-being of the children within your class.
- Promote the general progress and well-being of individual pupils and of the class as a whole.
- Liaise with the relevant members of the Senior Leadership Team to ensure the implementation of the school's pastoral system.



- Register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Contribute to the preparation of action plans and progress files and other reports.
- Alert appropriate staff to problems experienced by pupils and make recommendations as to how these may be resolved.
- Communicate, as appropriate, with parents of pupils and persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with appropriate staff.
- Contribute to PSHCE and citizenship and enterprise according to school policy.

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Have a full understanding of the national curriculum as well as some knowledge of the EYFS curriculum.
- Operate at all times within the stated policies and practices of the school.
- Know subject(s) or specialism(s) to enable effective teaching.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute positively and effectively to Every Child Matters agenda.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department, and pupils.
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools.
- Take responsibility for own professional development and duties in relation to school policies and practices.
- Liaise effectively with parents and governors.

This document is considered to provide an outline of the areas that this role involves. This document does not preclude the post holder developing systems and structures not specifically mentioned but related to his/her broad areas of responsibility. The roles outlined above are indicative and do not preclude anything else which may be reasonably requested commensurate with the post held and duties undertaken.



Whittingham Primary Academy

Person Specification

Post: Assistant Principal

Responsible to: Principal

	ESSENTIAL	DESIRABLE
Qualifications	• A good Honours Degree (minimum of 2:2 or bachelor's in education) • Qualified Teachers Status • Relevant up to date experience teaching in UK schools	• Relevant leadership training • Evidence of commitment to personal development
Skills & Experience	• Experience of working in an outstanding school • Experience of working with children with complex needs and challenging behaviour. • Experience of HMI and Ofsted inspections • Experience of working within a cluster/partnership • Experience of working in school in rapid change • Experience of providing T&L support for underperforming teachers • Successful teaching experience in more than one phase with an outstanding or good evaluation • Evidence of excellent class teaching to provide a model of good practice for others. • Evidence of good organisational skills. • Understanding of how children learn • Responsibility for leading a subject across the school. • Building and sustaining effective working relationships with staff, governors and parents in the wider community • The ability to deliver effective in-service training.	• Experience of leading a team • Former responsibility at phase or whole school level for raising standards. • Experience of leading teams to achieve a specific outcome for children. • Evidence of the development of policy or curriculum schemes of work • Experience of initiating and leading new initiatives within school • Evidence of the ability to work as a team and to manage staff effectively. • Experience carrying out performance reviews. • Knowledge of Rosenshine Principles and/or KAGAN collaborative learning strategies



Knowledge & Understanding	• Evidence of strong professional subject knowledge • Understanding of New OFSTED framework • Ability to plan lessons effectively, for all pupils in a class setting with clear learning intentions and differentiating tasks and ability to demonstrate best practice to colleagues • Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues • Ability to coach and mentor, individuals to achieve specific outcomes. • Ability to challenge and inspire colleagues. • Clear understanding and commitment to safeguarding procedures. • Ability to analyse data and pinpoint key issues to inform staff of the way forward. • Knowledge and understanding of the effective inclusion of all children. • Evidence of a commitment to equal opportunities.	• An understanding of the skills and attributes involved in effective leadership. • Knowledge of recent developments in education. • Evidence of understanding of strategic management in a large school • Evidence of the ability to take ownership of whole school issues and participation in the leadership and management of the school. • Evidence of experience of and a commitment to the involvement of parents and carers in the learning process. • Knowledge and experience of monitoring and evaluating the curriculum, teaching, and learning. • Have an interest in research-based theories and have evidence of this translating successfully into daily practice
Personal Qualities	• To relish challenge and perform efficiently in this significant key role. • Ability to take responsibility for others' performance. • To be able to lead by example. • Tenacity and commitment while working under pressure. • Ability to think strategically. • Ability to organise, prioritise and Delegate. • Ability to manage time effectively and work to deadlines. • Good team player	



	• Ability to enthuse and motivate others. • Good communication skills both orally and in writing.	
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