

Assistant Principal – Job Description

Job Title:	Assistant Principal with teaching commitment (Humanities) & responsibility for Teaching & Learning
Contract Type:	Full Time, Permanent
Salary:	L3-L7
Responsible to:	Principal

Overall purpose of the post

The Assistant Principal is a senior leader responsible for driving high standards of educational provision, pupil outcomes and colleague development across the academy. Working in close partnership with the Principal, the Assistant Principal will provide strategic and operational leadership in a defined area of whole-school improvement while modelling excellent classroom practice.

The postholder will play a key role in shaping the academy's vision, ethos and strategic direction, ensuring that all pupils, particularly those who are disadvantaged or have additional needs, receive a high-quality, inclusive education.

The Assistant Principal will lead, coach, and hold colleagues to account, contribute to self-evaluation, and school improvement planning. As a senior safeguarding leader, the postholder will actively promote a strong culture of vigilance and child-centred practice in line with statutory guidance.

Main duties and Responsibilities

Strategic Leadership & School Improvement

- Contribute to the strategic direction, vision and values of the Academy.
- Play a key role in the self-evaluation process (SEF) and the development, implementation, and review of the Academy Development Plan.
- Oversee the Academy Performance Management System, reporting annually to the performance review committee.
- Use internal and external performance data to identify priorities, track progress, and drive standards.
- Report on areas of responsibility to the Principal and Governing board as required.
- Support the Academy during inspection, review, and external quality assurance processes.

Quality of Education

- Lead and monitor the quality of teaching, learning and curriculum implementation across the Academy.
- Monitor and review the progress of core subjects termly, reporting to Senior Leaders.
- Provide high-quality, developmental feedback that leads to measurable improvements in teaching practice.
- Work closely with the Maths and English departments to oversee the effective implementation of the whole-school reading, writing, numeracy and oracy frameworks.
- Liaise with the MHST lead/Key Stage Leaders/Pupil support worker/ pastoral officer/SENDCo to identify and address barriers to education.
- Design, monitor and evaluate the delivery of teaching and learning policies, processes and procedures to ensure the highest standards are achieved throughout the school.
- Oversee the collection and communication of attainment data, using it to inform next steps and identify barriers to progress and learning.
- Monitor and evaluate the effectiveness of the careers and PSHE programme, aligned with Academy goals and National Frameworks.
- Liaise with our feeder schools and local high school to ensure accurate curriculum coverage across split Key Stages.

Teaching Commitment

- Undertake all duties required of a qualified teacher identified in the School Teachers' Pay and Conditions Document.
- Undertake a teaching commitment as determined by the Principal.
- Model excellent classroom practice and inclusive teaching strategies.
- Use teaching as a platform to demonstrate best practice and support professional development across the Academy.

Colleague Leadership, Development & Accountability

- Line manage the Middle Management Team including the Heads of the Maths, English, Science, Humanities, Music/RE and PSHE faculties.
- Lead Professional Development by designing the programme for CPD.
- Contribute to the recruitment, induction, and retention of high-quality colleagues.
- Promote a culture of professional trust, collaboration and continuous improvement.
- Act as the Induction Tutor providing support to any Early Career Teachers at the Academy.

Inclusion, Behaviour & Personal Development

- Promote a culture of high expectations, inclusion, and respect across the Academy.
- Support whole-academy strategies that improve outcomes for disadvantaged pupils, pupils with SEND and vulnerable learners.
- Play a senior role in promoting positive behaviour, supporting colleagues with behaviour systems and addressing more complex incidents where required.
- Support the development of pupils' personal development, well-being and attitudes to learning.

Safeguarding Leadership (DDSL Responsibility)

- Undertake the role of Deputy DSL and support the DSL in the implementation of the following:
 - Providing a high standard of duty of care for colleagues and pupils and to comply with all legislation and guidance relating to child protection. All duties must comply with statutory guidance in Keeping Children Safe in Education (KCSIE).
 - Ensuring that all policies and procedures adopted by the Governing Board are followed.
 - Managing safeguarding referrals, maintain accurate records, and liaise with external agencies.
 - Providing guidance and training to colleagues to ensure a strong safeguarding culture.
 - Ensuring safeguarding remains a priority in all aspects of academy life.

Operational & Organisational Leadership

- Support the effective day-to-day organisation and management of the Academy.
- Ensure statutory assessment, recording and reporting requirements are met.
- Ensure compliance with Trust policies and statutory requirements, including Health & Safety and Data Protection.

Community Engagement

- Build and maintain positive relationships with parents, carers, governors and the wider community.

Equal Opportunities and Data Protection

- Uphold responsibilities under the Equality Act 2010 by addressing and preventing unlawful discrimination.
- Ensure compliance with the Data Protection Act (2018) and Freedom of Information Act (2000).

Other Duties

- Make a positive contribution to the wider life and ethos of the Academy.
- Follow and actively promote the Academy's ethos and policies.
- Comply with the Health and Safety policy and undertake risk assessments as appropriate.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Any other duties which are commensurate with the grading of the post. This job description will be adapted through negotiation with successful applicant, in order to fully suit the need of the post. Any adaptations will remain compliant with STPCD and safeguarding requirements.

Assistant Principal – Person Specification

Person Specification – Assistant Principal <i>A = Application I = Interview R=Reference T = Task/Observation</i>	Essential / Desirable	How assessed
Qualifications		
Qualified Teacher Status (QTS)	E	A
Evidence of sustained and relevant professional development	E	A
Safeguarding training appropriate to DSL/DDSL role (or willingness to undertake)	E	A/I
NPQSL, NPQH or other leadership qualification	D	A
Experience		
Successful experience as a class teacher with evidence of strong pupil progress and outcomes	E	A/R
Experience of leading a whole-school department that improved outcomes	E	A/I
Experience of monitoring teaching and learning and providing developmental feedback to staff	E	A/I
Experience of coaching, mentoring or leading professional development for colleagues	E	A/I
Experience of analysing assessment and performance data to inform improvement	E	A/I
Experience of working with parents, carers, and external agencies	E	A/I
Experience of line managing or performance managing staff	D	A/I
Experience of leading a team in preparation for Year 6 SAT's	E	A/I
Experience as a DSL or Deputy DSL	D	A/I
Professional Knowledge & Understanding		
Secure knowledge of effective teaching, learning and curriculum design in primary education	E	A/I/T
Strong understanding of assessment, progress measures and raising standards	E	A/I
Knowledge of strategies to improve outcomes for disadvantaged pupils and pupils with SEND	E	A/I
Understanding of behaviour systems that promote a positive, inclusive culture	E	A/I
Knowledge of safeguarding legislation and statutory guidance (KCSIE)	E	A/I
Understanding of school self-evaluation and improvement planning processes	E	A/I
Knowledge of the Ofsted Education Inspection Framework	E	A/I
Skills		
Ability to inspire, challenge and motivate staff and pupils	E	I/T
Strong coaching and mentoring skills to develop others' practice	E	I
Ability to lead change and manage whole-school improvement initiatives	E	I
Ability to analyse complex information and use it to inform strategic decisions	E	A/I
Excellent communication skills (written, verbal and interpersonal)	E	A/I
Ability to manage time, priorities, and workload effectively	E	I
Confident use of school systems and technology to support leadership tasks	E	A/I
Leadership & Personal Attributes		
Commitment to safeguarding and promoting the welfare of children	E	A/I/R
High expectations of all pupils and colleagues	E	I
Resilient, solution-focused and adaptable	E	I
Ability to work collaboratively as part of a senior leadership team	E	I

Integrity, professionalism, and discretion	E	I/R
Commitment to inclusion, equality, and diversity	E	A/I

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS (Disclosure Barring Service) clearance is required for this role.

This post is exempt from the Rehabilitation of Offenders Act 1974 and is eligible for an enhanced DBS check including a Children's Barring List Check. If you are barred from working with children, you are breaking the law if you apply for this post.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role.