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|------------------------------|------------------------------------|
| <b>Post Title</b>            | <b>Primary Assistant Principal</b> |
| <b>School / Organisation</b> | Avanti Fields School               |
| <b>Location</b>              | Leicester                          |
| <b>Grade</b>                 | L3 – L7                            |
| <b>Hours</b>                 | Full-time                          |
| <b>Contract Type</b>         | Permanent                          |
|                              | Year-round                         |
| <b>Reports to</b>            | Head of Primary                    |
| <b>Preferred Start Date</b>  | August 2026                        |

### MAIN PURPOSES OF THE JOB

- To manage for the Principal in all aspects of leadership and management and to promote and develop inclusive learning and teaching throughout the school.
- To provide leadership in the development and management of the teaching and learning of key groups of students including pupil premium
- To teach students within the school and carry out such other associated duties as are reasonably assigned by the Principal.
- Support the Principal in safeguarding and promoting the welfare of children.

### RESPONSIBILITIES OF THE JOB

Specific areas of responsibility will be confirmed on appointment and in negotiation with the successful candidate, however, these will include:

#### Leadership and Management

- To assist the Principal in shaping a vision and direction for the school, setting out very high expectations and with a clear focus on achievement.
- Membership of the senior management team/core leadership team of the school, which will include a share of common SLT responsibilities such as: the daily duty team, the lunch break, supervision of behavioural monitoring and sanctions, planning and delivery of thematic assemblies, attendance at school events, leadership of policy and procedure development
- To play a significant role in setting aims and objectives for the school and in formulating the School Improvement Plan along with the Principal, governors and other senior staff.
- To inspire, motivate and influence staff and students, taking a leading role in maintaining the highest standards of teaching, learning and pupil behaviour management.
- To be an excellent role model for all members of staff and students in all aspects of school life. To be an exemplar of all school policies and practices. To actively promote the aims of the school. To offer guidance and support to colleagues.
- To take a leading role in improving the involvement of parents, carers and the community in the life of the school.
- To provide effective leadership and management to a team/teams of staff, as agreed with the Principal.
- To coordinate a given subject area/s
- Managing relevant resources, including designated budgets, efficiently and effectively in accordance with the financial regulations of the school
- To assist the Principal in school self-review and evaluation and in the effective planning and management of school resources to secure improvements.
- To actively promote equality of opportunity by assisting the Principal in ensuring the school's curriculum provides the best possible education for all its students, taking into account ethnicity, gender, special education needs, students learning English as an Additional Language, disability, and others with emotional needs that may affect learning.



- To assist the Principal in all aspects of the day-to-day administration and organisation of the school, as agreed with the Principal, including taking responsibility for agreed areas (to be confirmed with the successful candidate)
- To take a significant role in the implementation of the school's appraisal policy, to secure school improvement and individual professional development.
- To effectively manage any budgets delegated by the Principal.
- To participate in recruitment and selection, as agreed with the Principal.
- Disseminate good practice across the school and coach members of staff to excellence.
- Identify resources needed to meet the needs of students with particular needs and identify priorities for expenditure in collaboration with the other members of the leadership team.
- Hold regular meetings with the SSC linked to areas of responsibility.
- The management, monitoring, analysis, and evaluation of information and data to support school objectives, target setting, pupil attainment and achievement, and reporting to parents, students and governors
- Have a clear understanding of the School Improvement Plan and work with the leadership team to develop priorities.
- Be responsible for collating evidence for specific sections of the school's Self Evaluation Form.
- The line management of designated staff, which may include performance management/appraisal (in accordance with the school's performance management framework for teaching and support staff) and direct observation of teaching, learning and professional practice, training and continuing professional development

### Other Duties and Responsibilities

- To attend daily and weekly meetings, in accordance with school policy and to lead such meetings as required.
- To take whole school assemblies and to support other staff with assemblies.
- To prepare and present reports, as required to SSC, the Trust, LA officers, parents or outside agencies.
- To attend occasional meetings during evening hours or in school holidays, as required.
- To promote the safeguarding of children and young people.
- To carry out duties and responsibilities in accordance with Health and Safety Policy and relevant Health and Safety legislation.
- To ensure that duties are undertaken with due regard to and in compliance with the Data Protection Act and other legislation.
- To operate within the school's equal opportunities framework at all times.
- Working in accordance with the values, culture, ethos, equal opportunities and inclusion policies of the school proactively promoting anti-racist, anti-sexist and anti-discriminatory behaviours.
- Taking appropriate action to identify, analyse, minimise and manage any risks to health, safety and security in the working environment and off-site school activities.
- Covering classes, within the framework of the school's cover arrangements, where a teacher is absent; providing cover information for other teachers in the event of known and foreseen absence(s);

### PERSON SPECIFICATION

| Criteria |   | Requirement      |                  |
|----------|---|------------------|------------------|
|          |   | <i>Essential</i> | <i>Desirable</i> |
| 1.       | The ability to lead and manage the school team effectively and efficiently and work with other professionals and agencies | X                |                  |
| 2.       | Communication skills, oral, written and presentational  | X                |                  |
| 3.       | The ability to deliver well planned, organised and innovative lessons   | X                |                  |
| 4.       | Proficiency in the use of ICT and the software programmes used in schools   | X                |                  |
| 5.       | The ability to lead, model and manage positive behaviour, good order and assertive discipline in the school               | X                |                  |



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|-----|---|---|--|
| 6.  | The ability to manage school information and data for recording, monitoring, evaluation, and reporting                                      | X |  |
| 7.  | Displays commitment to the protection and safeguarding of children and young people   | X |  |
| 8.  | The ability to coach and develop members of staff both teaching and non-teaching, which impacts on standards                                | X |  |
| 9.  | Relevant (to be agreed) subject/area (s) and/or curriculum expertise  | X |  |
| 10. | How to lead curriculum development and manage innovation and change   | X |  |
| 11. | Know how to use information and data to set targets, raise attainment and achievement   | X |  |
| 12. | How children and young people learn, develop and progress through life stages and events  | X |  |
| 13. | How ICT can be used effectively to motivate children to learn   | X |  |
| 14. | How to plan, deliver, monitor and evaluate lessons and learning as part of the school curriculum  | X |  |
| 15. | How to manage health and safety policy and promote and safeguard pupil welfare  | X |  |
| 16. | How to manage equalities and inclusion policies and how these are implemented in schools  | X |  |
| 17. | Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people | X |  |
| 18. | Qualified Teacher Status  | X |  |
| 19. | Successful teaching experience, including in middle management position(s) or a successful Fast Track progression route                     | X |  |
| 20. | Post threshold teacher status-leadership experience   | X |  |
| 21. | Evidence of continuing professional development, for example, Leading From the Middle   | X |  |

### FURTHER INFORMATION

Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

For further information - <https://avanti.org.uk/wp-content/uploads/2025/09/Child-Protection-and-Safeguarding-Policy.Autumn-25-2.pdf>