



## JOB DESCRIPTION

Post Title:	Senior Assistant Principal
Accountable To:	Principal
Location:	Boston Spa Academy
Scale	Leadership 16-20

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the Academy's policy statements to fulfil the general aims and objectives of the Academy's Development Plan.

The specific responsibilities of the successful candidate will be determined by the Principal based upon appointment and will be based on the requirements of the academy and the successful candidates prior experience.

### PURPOSE

In conjunction with the Principal and Vice Principal, the Senior Assistant Principal will:

- Provide inspiring leadership for the academy's sixth form provision, currently named Elliott Hudson College Boston Spa.
- Work closely with the Principal to establish a clear vision for all aspects of the sixth form provision and ensure that all stakeholders support and uphold the vision, ethos, principles and policies of the academy characterised by high standards and expectations.
- Develop the academy, and particularly the sixth form, as a catalyst for social change, improving the outcomes for students and the community as a whole.
- Enhance the reputation of the sixth form, both within the academy and in the local community, to ensure that the provision is a popular choice for Boston Spa Academy students and for students in other schools in the local community.
- Contribute to and support the Principal in re-branding the provision from Elliott Hudson College Boston Spa to Boston Spa Academy Sixth Form in September 2026, working to build a similar reputation for the newly branded sixth form.
- To be an active participant in ensuring highly effective professional networks are in place across Post-16 within GORSE to ensure that the expertise and rich collaboration on offer in the trust is harnessed to support Elliott Hudson College Boston Spa in delivering a standard of education that is worthy of national recognition. This will include ensuring that all learners, particularly those who have a Special Educational Need/Disability and/or who are disadvantaged, have an outstanding Post-16 experience, going on to secure their desired next steps and, ultimately, the Gift of Choice.

### POST-SPECIFIC REQUIREMENTS

- Lead on all aspects of the academy's sixth form provision. This includes:
  - Leading on securing exceptional attitudes to learning and academic outcomes all students, with a particular focus on those students who are disadvantaged and with SEND. This includes:
    - Monitoring of the achievement of students and leading on the intervention and support for students in all subjects.
    - Supporting colleagues in developing assessment systems and accurately reporting on students' current and predicted positions.

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- Leading on further improving the quality of education across the sixth form provision. This includes:
  - o The quality of long, medium- and short-term curriculum and rubric planning.
  - o The quality of lesson delivery that ensures that knowledge, understanding and skills are strengthened over time.
  - o Ensuring that all aspects of GORSE Code are embraced and respected within the sixth form provision.
  - o The progress of all students exceeds national expectations.
- Managing and liaising with sixth form teachers to ensure that they are highly effective in driving improvement in the quality of education across their subject area. This requires an effective quality assurance strategy and supportive management in the following areas:
  - o Student outcomes
  - o The quality of teaching and learning
  - o The implementation of GORSE Code
  - o Student support and development
  - o Staff support and development
  - o Curriculum design and development
  - o Reporting to stakeholders
  - o Resource management
- Leading the quality of:
  - o Student files
  - o Assessment
  - o Marking and feedback
  - o Strategic intervention
  - o Coursework and non-examined assessment
  - o Information technology to support and enhance learning
  - o Pastoral provision, including attendance support
  - o Student attitudes and behaviours
  - o Careers education, advice and guidance including work experience
  - o Student destinations
- Developing a culture of continuous improvement and striving for excellence across the Sixth form provision.
- Provide high quality professional development for sixth form teachers and middle leaders in the academy. This includes:
  - o High quality professional learning for middle leaders so that they are highly competent and confident to lead their teams.
  - o High quality professional learning for sixth form teachers that aligns with the academy's Teaching and Learning frameworks and raises standards across all sixth form classrooms.
- Developing a culture in which students respect one another, treat others with kindness and embrace one another's differences. This should be driven through high quality provision of Personal Development both within the curriculum and through the sixth form tutor programme.
- Leading the sixth form pastoral team and sixth form tutors to provide outstanding pastoral and attendance intervention which supports students in overcoming barriers against their ability to access high quality teaching and learning.
- Developing a culture of vigilance around the safeguarding of sixth form students by all colleagues across the academy.
- Lead on ensuring sixth form students secure exceptional destinations in line with their ability and aspirations. This should be achieved through a high-quality careers programme which is delivered, providing exceptional levels of guidance and support.
- Ensure above national average rates of student attendance and retention across all student groups.
- Provide meaningful opportunities for the development of student leadership and the involvement of sixth-form students in the decision-making process.
- Lead the enhancement of the sixth form Enrichment++ programme.
- Lead on the student recruitment strategy for Boston Spa Academy Sixth Form from September 2026 onwards. This includes:

- Establishing a highly effective marketing strategy to support both internal and external recruitment.
- Establish strong working relationships with other schools in the local community.
- Lead high quality sixth form recruitment events, such as Open Evening and Open Day Tours.
- Establish a highly impactful, whole-academy approach to increasing the number of students from the 11-16 sector who choose to study at Boston Spa Academy Sixth Form.

## **WORKING WITHIN THE LAW AND FRAMEWORKS**

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work. Contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people, including reading and implementing the academy's key safeguarding materials which include:
  - The Academy's Child Protection Policy,
  - The Academy's Positive Discipline and Behaviour policy
- Familiarise yourself with the content within Appendix A of: *'Keeping Children Safe in Education'*
- Know how to identify potential child abuse and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.

## **PERSONAL RESPONSIBILITIES**

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Drive up expectations and promote an aspirational culture.
- To carry out the duties and responsibilities of the post, in accordance with the Academy's Health and Safety Policy and relevant health and safety guidance and legislation.
- To take responsibility for safeguarding and promoting the welfare of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required.

## **PERSON SPECIFICATION**

### **Qualifications and Experience:**

- Highly successful experience working as a Senior Leader within a large secondary school or Post-16 provision.
- An honours graduate (or equivalent) with Qualified Teacher Status.
- Evidence of impact in supporting children with behaviour and inclusion needs.
- Evidence of impact in improving students' outcomes at subject or whole school level.
- Evidence of a commitment to further professional training.
- Evidence of whole school impact in a secondary school.
- Evidence of on-going professional development.
- Evidence of successful team leadership.
- Evidence of good organisational and management competence.
- Evidence of having led change and developed behaviour for learning through innovation.
- Experience of contributing to the continued professional learning of colleagues.
- Experience of engaging effectively with parents and carers in learning.

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- Evidence of significantly improving achievement levels for young people.
- Evidence of having implemented and led whole school strategies.
- Experience of working with the wider learning community.

## Personal Qualities

The successful candidate will have:

- A positive and optimistic approach to working with young people.
- A highly professional manner at all times
- The ability to motivate, inspire confidence in students, consult and encourage.
- Excellent inter-personal and communication skills.
- The ability to set high expectations and challenge under-achievement whilst retaining a positive and encouraging working relationship.
- A good focus on standards in order to raise achievements.
- A calm and clear approach when problem solving.
- Ability to form and maintain appropriate relationships and personal boundaries with children in accordance with safeguarding practice.
- To be an effective team leader and team member, able to model positive behaviour.
- Emotional intelligence.
- Evidence of an understanding of the role of a highly effective school within its community.
- Excellent communication skills – staff, governors, students, parents and the community.
- Ability to be a good ambassador for the school in external meetings.
- A good sense of humour.
- Excellent punctuality and attendance.
- The potential for further promotion.

## Strategic Direction – Leadership and Management

- To have the ability to identify future problems and suggest solutions.
- To be able to support the Principal and Executive Principal in developing a broad range of strategies for improvement.
- To have had experience of running a budget.
- To be able to prioritise, be efficient and meet deadlines.
- To be a clear and effective line manager.
- To have an understanding of the Performance Management system and its role in improving standards.

## Teaching

- To be an Outstanding classroom practitioner at Post-16 and enjoy teaching.
- To have had experience of innovative curricular development.
- To understand and use target setting to improve standards.
- To show evidence of the ability to positively influence and develop the teaching of others.
- To understand the importance of self-evaluation in raising standards.

*We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.*

**Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.**