



Job Description

JOB TITLE	Assistant Principal
PHASE	Secondary
SALARY GRADE	Leadership Scale L13-L17
REPORTING TO	Principal or Vice Principal
RESPONSIBLE FOR	TBC

Job Purpose

- To create and embed a culture and ethos within the academy which raises the aspirations of students and helps them to become their best selves.
- Contribute to the strategic school improvement plan and evaluate the impact of specific areas of responsibility.
- Provide effective line management of curriculum areas across the academy.
- Be a strong presence around the academy, upholding high standards and expectations of aspirations, achievement and respect shown by students.
- Promote and monitor the impact of quality first teaching strategies across the curriculum; and intervene where standards are not high enough.
- Provide effective professional development for staff.

This position will also be part of the academy's Senior Leadership Team (SLT) and the post holder will be expected to perform the additional duties of a senior leader, such as additional 'duty'; attending SLT meetings; and being 'on call' as part of the behaviour patrol rota.

Teaching hours 26

Duties and Responsibilities

Specific areas of responsibility will be defined with the successful candidate.

Teaching and Learning

- Set and promote the highest standards for teaching and learning of students across all year groups.
- Model the highest standards of teaching, learning and assessment of students through own practices.
- Promote the Thinking School approach through the planning, delivery and assessment of students.
- Work collaboratively with the Senior Leadership Team (SLT), Extended Leadership Team (ELT) and the Thinking Skills Drive Team to ensure excellent teaching and learning is in place throughout the school.



- Be an excellent classroom practitioner.

Leadership and management

- Contribute to the school improvement plan.
- Identify training needs for staff and how to meet these needs.
- Lead INSET for staff where applicable.
- Promote an ethos and culture that supports inclusivity and good outcomes for disadvantaged students.
- Review staff performance on an ongoing basis in relation to the role.
- Work collaboratively as part of the Senior Leadership Team.
- Actively promote equality of opportunity by working as part of SLT in ensuring the school's curriculum and extra-curriculum offer provides the best possible education for all its students, particularly the disadvantaged considering ethnicity, gender, SEND, EAL, and emotional needs that may affect learning alongside other barriers.
- Carry out leadership and management tasks in accordance with school policy and practice.
- Induction of new staff regarding disadvantaged strategy, cultural capital, enrichment.
- Line manage curriculum areas as part of the Senior Leadership Team and monitor the Quality of Education in those areas.

Other responsibilities

- To attend daily and weekly meetings and to lead such meetings as required.
- To lead whole-school assemblies and to support other staff with assemblies.

Generic Duties relevant to all members of Staff

Working with colleagues and other relevant professionals

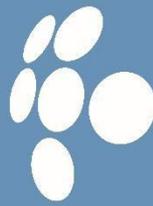
- Communicate effectively with other staff members, customer and service users
- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust
- Develop effective professional relationships with colleagues

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with their line manager and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the Trust
- Take part in the Trusts appraisal and professional growth management procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the Trust, and maintain high standards of attendance and punctuality



Data Protection

- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of Assistant Principal

Name:

Signed:

Date:



<u>Person Specification</u>	
<u>Qualifications</u>	Qualified Teacher Status
<u>Skills</u>	<ul style="list-style-type: none">• A strong commitment to raising educational attainment for children and young people, including working with pupils directly and supporting other staff to do so• Ability to develop specialist knowledge and keep up to date with local and national policy and developments• Influencing and negotiation skills - to influence school strategy and policy, secure sufficient internal resources, and secure the necessary support from external agencies• Leadership skills - to inspire and motivate other teachers, model good practice, and develop a whole-school commitment to supporting disadvantaged students• Interpersonal skills - for building relationships with parents, teachers, and external professionals• Written communication skills - for writing learning and support plans, reports on pupil progress, and training and guidance for staff• Organisation and time-management skills - needed for prioritising and balancing a busy and varied workload• Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils and parents• Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions.
<u>Knowledge and Experience</u>	<ul style="list-style-type: none">• Evidence of relevant continuing and recent professional development• Recent successful experience as a teacher and manager• The ability to provide a model of best practices, through teaching in own or other classrooms• Proven outstanding teaching across more than one key stage• A proven track record of raising attainment in any key stage• An excellent understanding of current theory and best practice in teaching and learning• An excellent understanding of effective leadership in relation to raising pupils' attainment• Possession of good analytical skills, ability to synthesise complex information, summarise, draw appropriate conclusions and make decisions



- Good understanding of how opportunities can be made to enrich and enhance the curriculum to address the needs of all pupils
- Knowledge of equality of opportunity issues and how they can be addressed in schools
- Leadership qualities, including energy, resilience and the ability to enthuse and motivate others
- Good understanding of effective strategies for gaining and maintaining high standards of discipline at whole-school level, in accordance with the school's policy
- The ability to develop and maintain effective relationships with all members of the school community and outside agencies
- Understand the role of parents and the community in school improvement and how this can be promoted and developed
- Experience of developing and leading staff development programmes for teachers and other staff
- Ability to work effectively under pressure, to prioritise appropriately and to meet deadlines
- Knowledge and understanding of statutory requirements, relevant legislation and government strategies
- Up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people and demonstrate an understanding of safeguarding issues and the ability to follow procedures
- Approachability, accessibility and flexibility, good personal presence
- Experience of initiating and implementing strategies to improve parental involvement in their children's learning