

## Job Description : ASSISTANT PRINCIPAL

**Harbour Learning Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.**

### Key Information

**Post Title:** Assistant Principal

**Contract type:** Permanent

**Salary:** L1-5

**Reports to:** Principal

**Location:** Hartsholme Academy

### Purpose of Post

- To carry out the duties of an Assistant Principal;
- To promote the values and behaviours of Harbour Learning Trust;
- To provide high quality strategic and operational leadership;
- To ensure that all pupils have access to the highest standards of learning and teaching;
- To play an active role in the maintenance of excellent standards of professional behaviour;
- To be fully accountable for the performance and well-being of a significant number of staff and pupils.

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document, which should be read in conjunction with this document.

### Main Duties and Responsibilities:

**To carry out the key duties and responsibilities assigned to you by the Principal. These will be dependent upon the overall makeup of SLT and your strengths but could include:**

#### **Strategic Leadership**

- To assist the Principal and Vice Principal, as required in the smooth running of the school;
- To adopt a proactive role in all aspects of strategic and operational planning of the curriculum, teaching, learning and staff development;
- To participate in all aspects of school policy making and implementation;
- To support the delivery of the school's self-evaluation procedures, including monitoring and evaluating outcomes;
- Ensure that professional learning enables teachers to teach this curriculum to the highest standards.
- Ensure that professional learning of support staff focuses on their development and aspirations
- To be a Performance Management team leader
- To share responsibility with the Principal and SLT for oversight of the school and full-time support staff during pupil closure periods;
- Support professional development including induction of new staff, planning and delivering training days and related activities.

#### **Student focus**

- To agree and support the achievement of pupil progress targets in order to make a measurable contribution to whole school targets;
- To provide regular feedback for teachers in a way which recognises good practice and supports their progress against performance management objectives resulting in a tangible impact in pupil learning across the subject(s);
- To support and assist staff to ensure they understand, and are actively implementing, the key aspects of the School's behaviour and inclusion policies;
- To lead, develop and enhance the teaching practice of others by monitoring, evaluating, supporting, guiding and target setting

# Person Specification : ASSISTANT PRINCIPAL

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<u>Specification</u>	<u>Essential</u>	<u>Desirable</u>
<b>Qualifications &amp; Training</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>A relevant first degree</li> </ul>	<ul style="list-style-type: none"> <li>NPQML/NPQSL or an expression of interest to complete whilst in role</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Whole school leadership and management responsibilities, evidenced by a proven record of achievement</li> <li>Recent experience as a successful middle or senior leader</li> <li>Evidence of significant responsibility for the work of others and impact</li> <li>Exemplary classroom practitioner</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to continuously update skills and knowledge</li> <li>Experience teaching in more than one previous school and across the Key Stages</li> </ul>
<b>Professional knowledge &amp; understanding</b>	<ul style="list-style-type: none"> <li>A strong understanding of Curriculum &amp; Assessment</li> <li>Clarity on what quality first inclusive teaching looks like</li> <li>Strong knowledge of behaviour management strategies</li> <li>Significant experience handling Safeguarding issues and knowledge of Safeguarding policy and procedures.</li> <li>Ability to communicate a clear vision to a variety of internal colleagues and external colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Advanced understanding of safeguarding/child protection procedures and a responsibility for promoting and safeguarding the welfare of children, young people and vulnerable adults and for raising any concerns</li> <li>Emotional resilience and a flexible approach accommodating changing priorities and working patterns</li> <li>Knowledge and understanding of SEND practices and strategies</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>The ability to lead and inspire staff</li> <li>An ability to form positive relationships with stakeholders</li> <li>Setting of high standards for self, staff and students</li> <li>Ability to see initiatives through to completion</li> <li>An ability to respond effectively to challenging behaviour</li> <li>Ability to work effectively with people from diverse backgrounds</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with children, young people and vulnerable adults</li> </ul>	
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>Excellent organisational skills</li> <li>Polite and punctual</li> <li>Commitment to self development</li> <li>Ability to manage competing priorities</li> <li>Works flexibly according to changing needs and requirements</li> <li>Supports our DANCE values, Behaviour Framework and Leadership Behaviours</li> <li>Personal humility</li> <li>Integrity and compassion</li> <li>Relentless positivity and passion for school improvement</li> <li>Desire to develop and empower others</li> <li>Leads by example, modelling our expectations</li> </ul>	