

JOB DESCRIPTION | Assistant Principal

This is a sample job description and will be refined based on the skills and experience of the successful candidate.

Reports to: Senior Vice Principal

Contract type: Permanent

Contracted hours: Full-time

Scale: L11 – L15

ROLE PURPOSE

The Assistant Principal provides strategic leadership for areas of the academy which may include safeguarding/SEND/behaviour/attendance/inclusion/transition. The role ensures that every student—particularly the most vulnerable—receives high quality support, experiences excellent teaching and learning, and is enabled to thrive academically, socially- and emotionally.

The Assistant Principal will work collaboratively and closely with the other members of the Senior Leadership Team to lead on central aspects of the leadership and management of the Academy. Specific responsibilities of the post will be agreed on appointment reflecting the experience and expertise of the successful candidate and the needs of the Academy which will be reviewed on an annual basis. The Assistant Principal will be responsible for the professional duties of the Vice Principals in the event of their absence. The general responsibilities are outlined further below.

This is a key member of the Principal's team, contributing to whole school- leadership, culture, and continuous improvement.

KEY RESPONSIBILITIES MAY INCLUDE:

1. Strategic Leadership of Inclusion

- Lead and embed an inclusive culture where all students feel safe, valued and able to achieve.
- Ensure that vulnerable students, including SEND, EHCP, disadvantaged and those with safeguarding needs, receive targeted, high-quality support.
- Work with senior leaders to design and implement strategic approaches for improving attendance, behaviour, wellbeing and outcomes for all students.
- Analyse data to identify barriers to learning and implement effective interventions.
- Oversee the academy's early help offer, ensuring early and appropriate support for students and families.

2. Safeguarding & Child Protection

- Lead safeguarding and child protection, ensuring statutory compliance and a culture of vigilance.
- Provide expert advice to staff, respond to concerns and manage referrals to external agencies.
- Liaise with social care, police, health and other safeguarding partners.
- Ensure staff receive high quality safeguarding training and understand their responsibilities.
- Maintain accurate, secure safeguarding records and produce reports for governors when required.

3. SEND & Vulnerable Student Support

- Work closely with the SENCO to ensure high quality classroom provision, differentiation and personalised support and developing leadership through line management.
- Monitor the achievement of SEND and vulnerable cohorts and ensure intervention strategies are impactful.
- Support effective transition for SEND and vulnerable students both into and out of the academy.
- Oversee and develop internal inclusion and SEND bases.

4. Behaviour, Culture & Attendance

- Provide strategic leadership for attendance across the academy.
- Implement systems that promote positive behaviour, inclusion and student engagement.
- Challenge underperformance and ensure clear and consistent behaviour expectations across all staff.
- Work with attendance leads to improve attendance and reduce persistent absence.
- Provide visible leadership and line management to a year team, including a Head of Year, Pastoral Manager and Form Tutors.

5. Admissions and Transition

- Oversee Year 6 transition ensuring effective programmes of induction and with strong safeguarding oversight.
- Ensure timely assessments, transition plans and support for new students.

6. Quality Assurance & Staff Development

- Conduct learning walks, behaviour walks, data analysis and monitoring of inclusion related- provision.
- Provide coaching, support and professional development to staff.
- Ensure consistency of practice and high expectations across the academy.
- Line management of an academy year team.

7. Whole-School Leadership Duties

- Deputising for the Vice Principals
- Working collaboratively with members of the senior leadership team, middle leaders, teachers and support staff to ensure high quality provision and outcomes for students.
- Providing clear strategic direction to the academy and build on our positive trajectory of success and reputation.
- Enabling the efficient and effective day to day running of the academy.

Supporting the Principal:

- In delivering the Academy's vision.
- In promoting the aims of the school through the implementation of the policies of the Governing Body and Trust.
- In developing an environment in which staff and pupils can achieve their full potential.
- In evaluating the academy, developing and monitoring the Academy Improvement Plan and continually monitoring, reviewing and updating the plan/ targets.
- In enabling staff to carry out their delegated roles and responsibilities.
- In leading on, and line management of, areas as agreed by the Principal.
- In ensuring that resources are deployed effectively, providing best value for money.

8. Teaching and Learning

- Be a role model for the delivery of high-quality teaching and learning.
- Encourage the sharing of good practice across the academy.
- Promote a culture of accountability and engagement in staff and students to foster independence and the taking of personal responsibility for success.

- Lead and maintain a whole Academy consistent focus on the academy's behaviour for learning approach.
- Support and help to develop staff, by attending meetings and regularly visiting their teaching areas.

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE

- To, at all times, adhere to policies and procedures in relation to safeguarding and statutory guidance "Keeping Children Safe in Education".
- Follow Academy procedures promptly and completely, if you have any concerns, or are made aware of the concerns of others, regarding the safety or wellbeing of children or young people.
- Keeping safeguarding knowledge up to date as directed by the academy safeguarding lead.

OTHER SPECIFIC DUTIES

- Be accountable to the Principal for all delegated pastoral and management tasks.
- Play a full part in the life of the school community, to support its distinctive ethos and policies and to encourage and ensure staff and students to follow this example.
- Continue personal professional development as agreed.
- Engage actively in the appraisal process.
- Comply with the academy's policies and play a role in the development of and monitoring of policies.

FLEXIBILITY CLAUSE

Other duties and responsibilities express and implied which arise from the nature and character of the post within the Academy's (or section) mentioned above or in a comparable post in any of the Academy's other sections or departments.

VARIATION CLAUSE

This is a description of the job as it is constituted at the date shown. It is the practice of this Academy to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the appropriate manager in consultation with the postholder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the Principal reserves the right to make changes to your job description following consultation.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. 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 1974 (Exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority.



PERSON SPECIFICATION | Assistant Principal

Qualifications & Training	
Qualified to degree level and above	Essential
Qualified Teacher Status	Essential
Evidence of relevant continuous professional development	Desirable
Professional Experience & Knowledge	
Proven leadership experience at middle leadership level	Essential
Experience of leading and managing pastoral and curriculum issues	Essential
Experience of raising student achievement at a school level	Essential
Have an understanding of current educational initiatives	Essential
Professional Expertise	
Be an excellent classroom teacher	Essential
Exhibit a range of teaching, learning and behaviour management strategies.	Essential
Have an understanding of the features of outstanding teaching, learning and assessment	Essential
Be committed to improving practice through professional development and partnership working	Essential
Be reflective about your own practice and performance	Essential
Be able to create and sustain a positive learning environment where expectations of students are high and behaviour is good.	Essential
Think analytically and strategically	Desirable
Be ambitious personally and for the school	Essential
Possess high quality interpersonal skills	Essential
Act as a role-model for students and staff through personal and professional conduct	Essential
Be able to lead and work as part of a team	Essential
Be able to manage the organisational duties and day to day interactions with staff, students, parents/carers and other stakeholders that are required of a post at a senior level	Desirable
Be able to communicate effectively with a range of audiences in both verbal and written form	Essential
Be tenacious, energetic and able to be flexible	Desirable
Have good time management and personal organisation skills	Essential
Have a capacity for hard work and show resilience, along with a sense of humour	Essential
Be willing to contribute to the wider life of the school	Essential
Personal Attributes	
Be passionate about young people and their education	Essential
Be empathetic to the children and families they serve	Essential
Have a commitment to raising standards and achievement	Essential
Show evidence of being able to build and sustain effective working relationships with students, staff, governors, parents and the wider community	Essential
Have an excellent punctuality and attendance record	Essential
Special Requirements of the Role	
Show a commitment to safeguarding and promoting the welfare of children and young people	Essential