



Astrea Academy Trust

LEARN, THRIVE, SUCCEED

Role Profile

Assistant Principal:
Behaviour

Ernulf Academy

ROLE SPECIFICATION

Academy / Department	Ernulf Academy
Post title	Assistant Principal
Responsible to	Vice Principal
Full time Salary	£67,694-£74,562
Working Pattern	Full time
Working Hours	32.5
Line Management Responsibility	Yes

Role Summary

As Assistant Principal: Behaviour, you will excel in driving up standards of behaviour across the school. Your first priority is to ensure classrooms are disruption-free and the corridors are like ghost ships, so you must command presence and be able to 'boss' the corridors. You will be able to run effective detentions, as well as the reset room for children who have been removed from lessons. You will take a warm/strict approach, drawing on the learning from people such as Tom Bennett and some of the most effective schools in the country. You will have high standards of yourself, the children, and the staff. You understand the importance of ensuring compliance from children, so they are in a position to learn free from disruption.

Key Responsibilities

- Maintain a strong presence in the corridors and ensure they are empty during lesson time.
- Foster excellent relationships with the children.
- Work with the Pastoral VP to build and rebuild systems and processes until they work brilliantly.
- Lead constant and continual improvement in all behavioural elements of the school directly and indirectly through line management.
- Continue to drive the effective implementation of a Warm/Strict approach.
- Ensure children's uniform is excellent.
- Run effective detentions and manage the detention systems.
- Embed effective routines, both inside and outside the classroom, to secure excellent conduct in a calm, ordered, and safe environment.
- Secure excellent conduct in classrooms, ensuring children are focused and learning at all times.
- Ensure children transition calmly and safely between lessons and at social times.
- Spearhead and continue to develop a culture of kindness and politeness.
- Inject the school with a sense of joy and belonging.
- Drive continual improvements in pastoral middle leadership, as the engine room of the school.
- Have a laser focus on data that is generated through safeguarding and pastoral systems and respond immediately to support children and stop problems before they arise.
- Use evidence to precisely monitor, diagnose, and evaluate the school. Use this to drive improvement.
- Model and uphold the highest of standards.

- Ensure others are accountable for maintaining culture, systems, routines, and standards.
- Robustly tackle underperformance wherever it is identified.
- Line-manage middle leaders and other key areas.
- Develop expertise within the team, especially with regards to skilful and precise enactment of behaviour systems.
- Work with the Pastoral VP to drive strategic improvements. Develop plans and implement priorities quickly.
- Be an excellent practitioner - an example to which others aspire.

PERSON SPECIFICATION

	Essential	Desirable
Education and Training		
Qualified Teacher Status	•	
Good Honour's Degree	•	
A commitment to continuous improvement	•	
Experience		
Evidence of outstanding teaching and impact on student outcomes	•	
Personal success in middle or senior leadership & experience of managing a team successfully	•	
Experience of leading both teachers and associate staff	•	
Experience of monitoring and evaluating aspects of teaching and learning and/or performance management	•	
Experience of working in more than one school or Academy	•	
Knowledge		
Knowledge and understanding of what constitutes high quality educational provision and strategies for raising achievement	•	
Ability to lead on the implementation of a wide range of scholar interventions	•	
Knowledge and understanding of what constitutes high quality educational provision and strategies for raising achievement	•	
An understanding of how to seek and use data effectively to track and monitor progress and show impact of actions	•	
Knowledge and understanding of data analysis and how to find trends emerging that indicate scholar progress	•	
Ability to lead on the implementation of a wide range of scholar interventions	•	
Professional Skills		

Support and contribute strategic thinking to the ethos, vision, principles and values of the academy	•	
Contribute to the development and management of the academy by leading team and staff meetings as required	•	
High level personal IT skills and the ability to use these effectively in a range of situations	•	
Ensure that all deadlines are met as published in the academy calendar	•	
Support the aims of the school through ensuring full staff attendance at and participation in events such as open evenings & parent's evenings	•	
Contribute to and ensure adherence to the various policies of the academy and devise and implement school improvement plans.	•	
Reflect on own practice as well as the practices of the academy with the aim of achieving excellence in every area of our work.	•	
An understanding and commitment to the protection and safeguarding of children and young people	•	
Set a good example to staff and scholars in terms of appropriate dress, standards of punctuality and attendance.	•	
Understands and acts within the statutory frameworks which set out professional duties and responsibilities.	•	
Personal Qualities		
Sense of humour and maintain a sense of perspective	•	
Commitment to self-development and continual improvement	•	
Strong relationship building skills with the ability to work as part of a team understanding Trust roles and responsibilities and own position within these	•	
Commitment to Diversity, Equity and Inclusion	•	
High levels of resilience and emotional maturity	•	
Excellent organisational skills – especially when logically planning multiple events involving other institutions	•	
Can-do attitude and solution focused approach with an ability to manage expectations	•	
High level of integrity with an ability to self-evaluate and reflect	•	

The above list is not exhaustive.

GENERAL RESPONSIBILITIES

★ Contribute to the overall aims of the Trust and Academy Improvement Plans.

- ★ Commitment to continual learning and development of skills.
- ★ Behave in a manner that is professional, friendly and fair demonstrating and role modelling politeness and respectfulness.
- ★ Demonstrate an excellent record of attendance and punctuality.
- ★ Be aware of and comply with Trust policies and procedures including but not exhaustive of:
 - Acceptable Use of IT Policy
 - Code of Conduct
 - Keeping Children Safe in Education (KCSIE 2024)
 - Child Protection and Safeguarding Policy
- ★ Work cooperatively as part of the Trust wide staff team.
- ★ This role profile is not exhaustive and undertaking other duties may be required.

THIRD PARTY CHECK

Is this role subject to the following checks?

Disclosure Barring Service Enhanced Check (DBS)	Yes
Section 128 (S128) check	Yes
Is this role a Senior Leadership Role with management responsibility for the academy?	

APPLICATION PROCESS

Due to the Education sector requirements and that we must comply with Keeping Children Safe in Education (KCSIE) an application form must be completed. We are unable to accept a CV as form of application. We recognise that our application forms are comprehensive. If you have any difficulties completing, please do contact recruitment@astreaacademytrust.org