

Job Title:	Assistant Principal – Teaching, Learning and Achievement
Responsible to:	Executive Principal
Terms and Conditions:	1.0FTE, permanent, L10-L14

Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

Core Purpose

Assisting the Executive Principal and Leadership Team in the professional leadership of Acle Academy, ensuring high quality education for all its students and improved standards of learning and achievement.

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Executive Principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

To provide professional leadership and management of **teaching and learning** and **student progress and achievement** across the school in order to ensure a high-quality education for all.

Key Areas of Responsibility

Teaching and Learning

- Lead the Quality of Education agenda by monitoring classroom practice through systematic learning walks, formal observations, and work scrutiny.
- Establish a shared expectation of outstanding teaching and a culture of continuous improvement among staff.
- Design and lead personalised, research-informed CPD programmes for all teaching staff.

We are part of...

WENSUM TRUST 

- Maintain a strategic overview of the school's curriculum's intent, implementation, and impact, ensuring it is broad, balanced, and relevant.
- Champion adaptive teaching to ensure the curriculum is accessible for students with SEND, EAL, or other barriers to learning.
- Drive strategies for academic literacy and numeracy across all subject areas
- Provide leadership and direction for middle leaders to enable them to adapt the curriculum and provide appropriate intervention to raise standards across the school.
- Ensure that information on student progress issued to improve teaching and learning to inform and motivate students, to inform parents and to aid governors in their future management of the school.
- To have an overview of all areas of underachievement in the school and to identify barriers to learning which may affect achievement
- To work in conjunction with the Vice Principal and Data Manager on the analysis and dissemination of data across the school and carry out appropriate activities to investigate further the issues affecting achievement
- Work closely with the staff to create solutions for students who are becoming disengaged and/or disaffected.

Progress and Achievement

- Contributing to the vision and strategic direction of the school to ensure a high-quality education is provided that is reflected in results from examinations and successful compilation of the national curriculum.
- To ensure that teachers and leaders use assessment well, to help students embed and use knowledge fluently or to check understanding and inform teaching.
- To ensure that all students successfully complete their programmes of study.
- To ensure that the curriculum is ambitious and successfully adapted to give all students but particularly disadvantaged, SEND and high prior attaining students, the knowledge and skills for future learning and employment.
- To act as the school's Raising Standards Leader for PiXL
- Monitoring of academic progress in order to secure and sustain effective learning. Using assessment grades, 4matrix, reading age scores, reports and data to inform us of both individual student progress, and collective progress across each teaching class and the key stage as a whole.
- Liaise with key staff regarding all groups of students' achievement across the school (e.g., Gender, SEN, vulnerable, etc.) and the level and type of intervention when required.
- Celebrate students' successes and recognise their achievements.
- Advise students regarding appropriate progression routes/pathways
- Monitor the use and setting of home learning through ClassCharts reports
- Ensure that work given to students is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Lead on the intervention programme for Year 11
- The post-holder is expected to be an effective and successful teacher, who shows a high level of commitment to the school and offers positive support for its aims, values and future development.
- To maintain oversight of the school's literacy strategy ensuring that reading is prioritised, reading attainment is assessed and gaps are addressed quickly and effectively.

Leadership and Management

- Support the Executive and Vice Principal in the everyday running and strategic management of the school and deputise, if necessary, in their absence.
- Ensure high aspirations for all students with particular focus on disadvantaged or hard to reach students.
- To support the Vice Principal on the effective use of data to promote high aspirations and outcomes for all students but with particular focus on disadvantaged groups. Monitor and evaluate data, liaising with all leaders within the school, stakeholders and external agencies and taking appropriate action.
- To raise standards of attainment and progress across the school with particular focus on disadvantaged groups. Evaluate curriculum provision, develop and review adaptations of the curriculum and interventions, measure impact and ensure efficient use of resources.
- To maintain oversight of the school's literacy strategy ensuring that reading is prioritised, reading attainment is assessed and gaps are addressed quickly and effectively.
- To ensure the leadership team and all stakeholders are informed of national developments and innovative practice and research in relation to and proactively seek out opportunities to improve the quality of education.
- Employ effective quality assurance to ensure coherence and consistency so that students benefit from effective teaching and consistent expectations wherever they are in school.
- Engage parents and community thoughtfully and positively to support students' education.
- Initiate and manage change and improvement to develop the school and its staff, ensuring positive staff participation and effective communication and procedures.
- Support and uphold the school's policies
- Demonstrate excellent practice in teaching and learning
- Report to Local Advisory Board on areas of responsibility.
- Develop and promote effective partnerships with parents, carers, staff and students so they are highly positive about the overall quality of education.
- Act as the leadership line manager for middle leaders
- Collect self-evaluation data from all corresponding to the key areas of the SEF at the appropriate times of year and monitor the quality of department returns, providing support where necessary.
- To act as the school's Raising Standards Leader for PiXL.

Standards and Quality Assurance

- Support the aims and ethos of the school
- Carry out regular lesson observations and provide high quality and detailed feedback
- Set a good example in terms of dress, punctuality and attendance
- Attend and participate in school events
- Uphold the school's behaviour code and uniform regulations
- Participate in and deliver staff training
- Attend team and staff meetings
- Develop links with governors, Support Services and all other schools in the Wensum Trust.

Recording and Assessment - Students

- Ensure that assessment is used well to help students embed and use knowledge fluently, check understanding and inform teaching and intervention.
- Develop understanding of learning needs and the importance of raising achievement among students.

- Support teaching staff to develop their use of data to set and achieve challenging targets for all students.
- Set appropriately challenging targets for raising achievement among students.
- Analyse all internal and external assessments and progress data.
- Develop understanding of learning needs and the importance of raising achievement among students.

Financial Management

- Manage funding effectively through the prioritising aims identified in the development plan, statutory and non-statutory provision and overall school development priorities.

National Standards of Excellence- expected of all members of the leadership team.

Qualities and knowledge:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.

Students and staff :

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

Systems and process:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the leadership team to account for student, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making

The self-improving school system:

1. Create outward-facing schools that work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Safeguarding

- Undergoing regular refresher training to ensure your safeguarding knowledge is as up to date as possible and in line with new guidance.
- Ensuring effective use of reporting and recording systems.
- Communicating with families on the school's policies and procedures, as well as any concerns or referrals where appropriate.
- Uphold statutory and school safeguarding measures at all times. Maintain a professionally curious attitude of 'it could happen here' in every aspect of the role.
- To support the development and monitoring of student awareness of safeguarding.

Health and Safety

- Ensure that risk assessments are carried out in line with the school Health and Safety policy.
- Ensure that department team members are aware of Health and Safety issues including the need to report to the Site Manager all health and safety problems, accidents, and "near misses".
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions
- Co-operate with the employer on all issues to do with Health, Safety & Welfare

Continuing Professional Development

- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with developments related to school efficiency, which may lead to improvements in the day-to-day running of the school.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this role profile.

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown but, in consultation with you, may be changed by the CEO or Board of Trustees to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

	Essential	Desirable
Personal Attributes	<ul style="list-style-type: none"> • Relational • Self-aware • Curious • Accepting • Empathetic • Reflective • Ability to create, inspire and promote a culture of high achievement for all, with all learners achieving their full potential • Ability and enthusiasm to promote the school’s vision and values and its achievements to the local and wider communities • Integrity, commitment, flexibility, reliability, enthusiasm, sense of humour and energy to persevere and succeed • Excellent attendance and punctuality record • Able to demonstrate personal and emotional resilience in stressful situations • A commitment to high expectations for staff and students 	

	<ul style="list-style-type: none"> • A keen sense of professionalism • Flexible approach to work to meet the requirements of the post and a commitment to out-of-hours attendance at strategic and operational meetings • Creativity and the ability to engage in critical reflection 	
<p>Qualifications</p>	<ul style="list-style-type: none"> • Graduate with Qualified Teacher Status • Evidence of further professional development 	<ul style="list-style-type: none"> • Aspiration to complete National Professional Qualification for Headship (NPQH) or National Professional Qualification for Senior Leadership (NPQSL) • Designated Safeguarding Lead training
<p>Experience</p>	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Enthusiastic and exceptional teacher with a proven track record of excellent results in public examinations • At least 3 years' experience of middle leadership • Experience of challenging, developing and enhancing the teaching practice of others • Track record of raising standards in teaching and learning through effective planning, assessment and record keeping • Successful experience of implementing and leading robust processes of monitoring, evaluation and review that provide performance data that is then used to improve the quality of teaching and learning <p>Leadership and Management</p> <ul style="list-style-type: none"> • Recent (last 3 years) experience of significantly raising standards of attainment within a school, faculty of department • Recent experience of raising achievement of various subgroups within the school • Experience of financial management including planning, monitoring and 	<ul style="list-style-type: none"> • Experience of working with governors, parents and the wider community

	<p>control of budgets (e.g. departmental)</p> <ul style="list-style-type: none"> • Evidence of successful leadership, support and management of others, both individuals and teams, ensuring high quality performance • Experience of managing and monitoring the performance of staff • Experience of successfully leading a whole school initiative • Experience of successful management of change, including evaluating problems, developing and implementing appropriate solutions and monitoring effectiveness 	
<p>Skills/Knowledge</p>	<ul style="list-style-type: none"> • Excellent written and oral communication skills • Excellent interpersonal and organisational skills • Good numeracy and data handling skills, especially relating to the use of student attainment data • High level of ICT skills and experience • Ability to lead and promote positive behaviour management strategies across the whole school • Ability to delegate within appropriate parameters and hold people accountable • Ability to effectively motivate and lead high performing teams • Ability to motivate, inspire and relate appropriately to staff and students in a variety of contexts • Ability to effectively prioritise own workload and that of others • Ability to lead and manage own workload effectively and take responsibility for own professional development • Make decisions on the basis of sound judgment and be able to articulate and explain the reasons for decisions to all stakeholders • Be able to rigorously evaluate the personal development provision cross the school and particularly for disadvantaged groups, identify key 	<ul style="list-style-type: none"> • Knowledge of appropriate educational legislation including Equal Opportunities

	<p>changes and successfully implement strategies for improvement</p> <ul style="list-style-type: none"> • Have a current and detailed understanding of the key aspects of raising achievement practices and pedagogy • Knowledge of current trends in educational development and management • An understanding and commitment to safeguarding • Knowledge and understanding of leadership techniques and how to manage whole school change successfully • Good understanding of the requirements for effectively monitoring teacher effectiveness and measuring standards and outcomes • Wide knowledge of the education system, locally, nationally and globally • A thorough understanding of the nature of learning and its implications for the development of effective teaching • An understanding of value-added measurement and benchmark data as tools for improving standards • Knowledge and understanding of SEND code of practice 	
<p>Other</p>	<ul style="list-style-type: none"> • The ability to converse at ease with members of the public and provide advice and information in accurate spoken English. 	