

JOB DESCRIPTION

Assistant Principal – Teaching & Learning

Reporting to:	Principal – National Online School
Responsible for:	Online Teachers
Salary:	£58,217 – £61,070 (TCES Salary Band 301)
Location:	Remote/Online
Contract:	Permanent, Full time (Term-time + 2 weeks)

Job Purpose

The Assistant Principal – Teaching & Learning is a strategic educational leader responsible for driving high-quality teaching, learning and curriculum provision across National Online School.

Working alongside the Principal and Senior Leadership Team, the postholder will provide strategic leadership and oversight of teaching and learning, ensuring that all pupils receive a high-quality, inclusive and ambitious education that is responsive to their individual needs, abilities and starting points.

The role will lead on the development, implementation and evaluation of the school's teaching and learning strategy, ensuring that curriculum design, pedagogy, assessment and intervention are consistently aligned to the needs of pupils with complex and co-morbid needs, including neurodiversity and Emotional Based School Avoidance (EBSA).

The Assistant Principal – Teaching & Learning will provide strong educational leadership to teaching staff, promoting a culture of continuous improvement, professional reflection and evidence-informed practice. They will use pupil progress, attainment, attendance, engagement and wider school data to identify priorities, evaluate impact and drive improvements in educational outcomes.

Main Duties and Responsibilities

Strategic Leadership of Teaching & Learning

Lead the strategic development and implementation of teaching and learning priorities across National Online School, aligned with the school's vision, values and improvement priorities.

Work closely with the Principal and Senior Leadership Team to establish a strong culture of high expectations, ambition and continuous improvement in teaching and learning.

Develop, implement and regularly review the school's Teaching and Learning strategy, ensuring that it remains responsive to pupil needs and the specialist context of online education.

Establish clear expectations for high-quality teaching, learning and assessment across the school.

Promote evidence-informed approaches to pedagogy, ensuring teaching strategies are informed by research, best practice and the individual needs of pupils.

Ensure that teaching is consistently adaptive, inclusive and appropriately challenging, enabling pupils to make progress from their individual starting points.

Lead on the development and consistent application of the school's teaching and learning principles, frameworks and expectations.

Identify areas of strength and development in teaching and learning and lead strategic improvement activity where required.

Work collaboratively with curriculum and subject leaders to ensure high-quality curriculum planning and delivery across all areas of learning.

Ensure that the online learning environment is purposeful, engaging, accessible and supports pupils to participate successfully in their education.

Champion high expectations for pupil engagement, progress, attainment and achievement.

Curriculum Leadership and Development

Provide strategic oversight of curriculum design and development across the school.

Ensure that curriculum provision is broad, balanced, ambitious, coherent and appropriately sequenced.

Ensure that curriculum planning takes account of pupils' individual starting points, SEND, EHCP outcomes, prior learning and future aspirations.

Work with curriculum and subject leaders to ensure schemes of work, lesson planning and learning resources are consistently high quality.

Ensure appropriate pathways and curriculum adaptations are in place for pupils requiring a personalised or bespoke curriculum.

Monitor the implementation and impact of the curriculum, identifying areas for development and improvement.

Ensure that literacy, numeracy, communication and wider transferable skills are embedded across the curriculum.

Work collaboratively with the SENCo, clinical teams and pastoral leaders to ensure that curriculum and teaching approaches reflect pupils' wider needs and support their holistic development.

Support the development of appropriate accreditation, qualifications and pathways that enable pupils to progress successfully into further education, employment, training or other appropriate destinations.

Quality Assurance and School Improvement

Lead and coordinate quality assurance activity relating to teaching, learning, curriculum and assessment.

Develop and implement effective systems for monitoring the quality of education across the school.

Undertake learning observations, lesson visits, work scrutiny, planning reviews and other quality assurance activities as appropriate.

Provide constructive, evidence-based feedback to staff and leaders, identifying strengths, areas for development and appropriate actions.

Work with leaders to ensure that quality assurance activity results in measurable improvements rather than being solely evaluative.

Analyse teaching and learning data, pupil progress information and quality assurance findings to identify trends, priorities and areas requiring intervention.

Contribute to the development, implementation and evaluation of the school's Self-Evaluation Form and School Improvement Plan.

Provide regular reports to the Principal and Senior Leadership Team on the quality and impact of teaching and learning.

Support the school to maintain high standards of educational provision and readiness for internal and external review.

Assessment, Progress and Attainment

Provide strategic leadership for assessment and pupil progress across the school.

Ensure that assessment systems are purposeful, manageable and effectively used to inform teaching and learning.

Ensure that teachers use assessment information effectively to identify gaps in learning and adapt teaching accordingly.

Monitor pupil progress and attainment across subjects, cohorts and groups, identifying underachievement and ensuring timely intervention.

Work with curriculum leaders and teachers to establish appropriate assessment practices and moderation processes.

Analyse progress data to identify patterns of underachievement, gaps and areas of inequality, developing strategies to address these.

Ensure that pupils are appropriately challenged and supported to make sustained progress from their individual starting points.

Support leaders and teachers to develop effective intervention strategies where pupils are not making expected progress.

Ensure that progress towards EHCP-related educational outcomes is appropriately considered within teaching, learning and assessment.

Staff Development and Professional Learning

Lead a culture of professional learning, reflection and continuous improvement.

Identify and coordinate CPD priorities relating to teaching, learning, curriculum and assessment.

Support and coach teachers to develop their practice and improve pupil outcomes.

Promote the sharing of effective practice across teaching and curriculum teams.

Support the recruitment, induction, probation and ongoing development of teaching staff where required.

Contribute to Supervision and Appraisal processes and address areas of development appropriately.

Model outstanding teaching and professional leadership.

Teaching and Learning Practice

Deliver high-quality, engaging and appropriately challenging lessons in accordance with an agreed timetable.

Demonstrate consistently strong pedagogical practice that reflects the school's approach to inclusive and therapeutic education.

Adapt teaching approaches to meet the individual needs, abilities, communication styles and learning profiles of pupils.

Use effective questioning, modelling, scaffolding and assessment for learning strategies to maximise pupil progress.

Promote pupil independence, curiosity, confidence and a positive attitude towards learning.

Actively plan for rapid improvement in literacy, numeracy and wider learning skills.

Use technology effectively to enhance learning and engagement within the online school environment.

Establish positive relationships with pupils and create an environment where pupils feel safe, valued and able to learn.

Apply positive behaviour management strategies and respond appropriately to barriers to learning, including de-escalating situations where required.

Pupil Engagement and Inclusion

Champion inclusive teaching practices that enable pupils with complex needs to access an ambitious curriculum.

Work collaboratively with pastoral, SEND, clinical and engagement teams to identify and address barriers to learning.

Support the development of strategies to improve pupil attendance, engagement and participation in learning.

Ensure that reasonable adjustments and appropriate adaptations are embedded within teaching and learning provision.

Promote pupil voice and ensure that pupils have meaningful opportunities to influence and contribute to their learning experience.

Ensure that teaching approaches promote pupils' independence, confidence and readiness for future pathways.

Leadership and Collaboration

Work collaboratively with the Principal, Senior Leadership Team, SENCo, pastoral leaders, clinical team and other key stakeholders to ensure a coherent approach to pupil development.

Provide effective leadership and direction to teaching and curriculum teams.

Lead and facilitate teaching and learning meetings, training sessions and professional development activities as required.

Communicate clear expectations, priorities and strategic updates to teaching staff.

Build strong professional relationships across the school and promote a culture of collaboration and shared responsibility.

Represent the school professionally in meetings with parents/carers, professionals, external agencies and other stakeholders where appropriate.

Contribute to whole-school leadership, strategic planning and decision-making as a member of the Senior Leadership Team.

Safeguarding, Compliance and Professional Standards

Promote and uphold the safeguarding of all pupils in accordance with school policies and statutory requirements.

Ensure that teaching and learning practices reflect the school's safeguarding responsibilities and contribute to a safe and supportive learning environment.

Work closely with the Designated Safeguarding Lead and wider safeguarding team where concerns relating to pupils arise.

Ensure compliance with relevant educational legislation, statutory guidance and school policies within areas of responsibility.

Promote equality, diversity and inclusion across all aspects of teaching and learning.

Maintain high standards of professional conduct and act as a positive role model for staff and pupils.

Ensure confidentiality and appropriate handling of sensitive pupil and staff information.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and qualifications

Qualified Teacher (holds QTS or QTLS).

SEND qualifications or training (D).

Knowledge and experience

Teaching and pastoral leadership experience either in mainstream or SEND sector.

Recent proven experience as an outstanding teacher.

Substantial experience of supporting neurodiverse children or with ASC and/or SEMH and an understanding of potential implications for communication, learning and behaviour patterns.

Working knowledge of National Curriculum, KS requirements and Code of Practice for SEND.

Knowledge and awareness of Safeguarding & Child Protection Procedures.

Demonstrable achievement in improving learning outcomes through pastoral interventions.

Experience conducting or contributing to Annual Review, with knowledge of SEND legislation and best practice.

Skills and abilities

Be able to offer a calm response to children with ASC and SEMH and always promote de-escalation and emotional regulation.

Hold very high expectations of yourself and others (behaviours etc.), with the ability to reflect on own practice and to always seek self-improvement.

Robust leadership skills with the ability to motivate and guide the development of a team.

Prioritise workload effectively; organised with attention to detail.

Proficient IT skills.

Skilled in managing student behaviour and wellbeing, especially with students who may be vulnerable or have complex needs.

High standards of communication and professionalism when engaging with families and external stakeholders.

Able to support pupils in forming and sustaining effective relationships.

Resilient, committed, and a hard worker – able to keep going in the face of adversity and never giving up.

Other

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES Values.

September 2025