



# Assistant Principal (Community & Culture)



Harbour  
Learning  
Trust

## Assistant Principal: Community & Culture

### Purpose of Post

- Accountability for the pastoral care, safeguarding, and holistic development of all pupils. By transforming the pastoral system through a deeply embedded culture of relational coaching, the Assistant Principal will foster an environment of high-reaching aspiration, exceptional character education, and a profound sense of community belonging.

Contract Type: Permanent

Salary: L13 - L17

Salary £69,596 -£76,772

Hours: Full time

Reports to: Vice Principal

Location: Healing Academy, Grimsby

### Main duties and responsibilities

#### Senior Leadership & Strategic School Management

- Act as an active, collaborative member of the SLT, assisting the Principal and Vice Principal in the daily and strategic management of the school.
- Support, deputise for, and represent the Principal and Vice Principal at meetings, briefings, and external events as required.
- Play a major role in securing and championing the school's core Harbour Learning Trust Values and Behaviours
- Take a leading role in school self-evaluation (SEF), School Development Plan (SDP) and Quality Assurance
- Proactively build local, regional, and international partnerships to ensure the school remains at the forefront of educational developments.
- Utilise robust data tracking systems to monitor the impact of pastoral interventions, attendance strategies, and enrichment participation, ensuring clear metrics are presented regularly to Governors and the Trust.
- Strategic leadership that develops staff expertise in inclusive practice and builds a culture of care and belonging.

#### Enrichment & Character Education

- Develop, manage, and audit a comprehensive, high-quality enrichment programme utilising both in-school expertise and external providers as per the DFE Enrichment Framework
- Strategically develop character education, intentionally building student confidence, resilience, oracy, and critical thinking skills
- Line-manage whole-school strategy for Oracy, equipping students with the communication, debate, and presentation skills necessary to articulate their ideas confidently, elevating their academic performance and future employability.
- Establish robust metrics and feedback loops to monitor and evaluate the quality and impact of all enrichment and holistic experiences, utilising student and parent voice data to ruthlessly refine the provision year-on-year.

#### Community, Culture & The Student Voice

- Implement and manage a vibrant House System and a values-driven rewards/recognition system that reflects the school's DANCE values, ensuring timely, positive communication with parents and carers.
- Manage, monitor, and facilitate the student experience, ensuring a powerful, active student voice that drives meaningful action.
- Organise high-impact community events, charitable initiatives, and school showcases designed to engage prospective families and successfully increase enrollment of pupil numbers
- Organise an inspiring wider-opportunities programme featuring visiting speakers, online events, and non-residential off-site visits to broaden student perspectives and raise lifelong aspirations.
- Lead a strategic primary transition and induction strategy, using the House System and community events to secure high retention rates and a seamless integration into the school community

#### Pastoral Leadership, Safeguarding & Relational Coaching

- Oversight and strategic development of the school's pastoral system, ensuring it supports both the academic success and emotional well-being
- Line manage pastoral staff, providing clear direction, accountability, and professional growth.
- Work with the Designated Safeguarding Lead (DSL) and safeguarding teams to ensure a robust, proactive culture of student safety.
- Develop, scale, and embed systems that deepen the already introduced relational approach to behaviour and pastoral care
- Deploy relational coaching models to improve whole-school attendance, specifically targeting persistent absence and strengthening family engagement.

## Specification

## Essential

## Desirable

<u>Specification</u>	<u>Essential</u>	<u>Desirable</u>
Qualifications & Training	<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>
Experience	<ul style="list-style-type: none"><li>• Whole school leadership and management responsibilities, evidenced by 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 Key Stages</li></ul>
Professional knowledge & understanding	<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 concerns.</li><li>• Emotional resilience and flexible approach accommodating changing priorities and working patterns.</li><li>• Knowledge and understanding of SEND practices and strategies</li></ul>
Skills	<ul style="list-style-type: none"><li>• The ability to 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>	
Personal Attributes	<ul style="list-style-type: none"><li>• Excellent organisation</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>	