Dartmoor Multi Academy Trust
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SECONDARY LEADERSHIP: JOB DESCRIPTION & PERSON SPECIFICATION

Position Title	Assistant Principal – Behaviour & Culture
Reporting to	Principal
Hours	Full-Time
Salary	L12-L16

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below.

Summary of Role:

All members of the SLT are leading professionals in the academy. Working with the governing body, the SLT provide vision, leadership and direction for the academy and ensure that it is managed and organised to meet it aims and targets. The SLT is responsible for the continuous improvement in the quality of teaching, learning and wider educational experiences; for raising standards of behaviour, achievement and attainment; for ensuring equality of opportunity for all; for the development of policies and practices; and for ensuring that resources are efficiently and effectively used to achieve the academy's aims and objectives. The SLT also secure the commitment of the wider community to the academy by developing and maintaining effective networks with, for example, other local schools, the LA (where appropriate), higher education institutions, employers, the local community groups and professional services.

SLT are expected to be Lead Practitioners promoting and holding staff to account for Safeguarding, KCSIE, their duty of Prevent and in fostering an ethos of inclusion, tolerance and diversity.

Main Duties and Responsibilities:

The specific portfolio of this Assistant Principal role is that of supporting outstanding behaviour and culture at the College. You may be required to carry out any other duties within your capacity which the Employer may reasonably require.

Core duties and purpose:

- Contribute to the values and beliefs of the school and the Trust.
- To support the Principal and Vice Principal in the smooth operational running of the school.
- Provide strategic leadership and vision which ensures explicit links within the school, and across the Trust.
- Line lead middle leaders as directed by the Principal.
- Raise standards of student attainment and achievement and to monitor and support student progress.
- To be accountable for overall standards and improving outcomes measured against national
  benchmarks in key area of responsibility.

- To develop and enhance the practice of others.
- To lead and promote highly effective safeguarding practices in line with school policy and KCSIE
- To be accountable for effective behaviour management, and an ambitious culture of behaviour for learning across the school.
- To lead and support effective cultures of attendance and punctuality.
- To lead and drive outstanding inclusive cultures of belonging and care.
- To establish and maintain an environment where students and staff feel safe and enjoy and achieve.
- To be pro-active in developing and supporting transition between key stages and year groups.
- To actively monitor and follow up student progress by identifying and providing appropriate intervention strategies.

Talent management

- Ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To undertake My Talent reviews of relevant colleagues and ensure that My Talent becomes a powerful driver for development and retention
- Ensure effective recruitment and induction of colleagues in line with school and Trust expectations
- To direct the day-to-day work of colleagues to maximise effective working

Quality assurance and monitoring

- To ensure the effective quality assurance processes.
- To establish the process of the setting of targets and to work towards their achievement.
- To establish common standards of practice within area of responsibility and to train and support colleagues in enacting these.
- To monitor and evaluate standards and outcomes, identify areas for development and put appropriate plans in place to drive excellence.
- To drive effective self-evaluation and improvement planning.
- To ensure effective and accurate self-evaluation and improvement planning processes.
- To monitor and track multiple data points to support effective evaluation and improvement planning.
- To work with colleagues to formulate aims, objectives and strategic plans which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school.
- To lead the strategic improvement planning and quality assurance activities.
- To work in close partnership with Heads of House and Academic Directors to ensure a clear synergy between the work the inclusion and curriculum teams to enable all young people to be successful.
- Direct and coordinate the work of others in line with strategic and operational priorities.
- Role-model effective leadership behaviours and work as part of a high-performing team.

Responsibilities Specific to the Role

- Lead on the implementation of the school's behaviour policy and its consistent application.
- Line manage the House Leader team and also the Reset Room team.
- Attend and lead SAMs (Supporting Attainment Meetings) to ensure that students are supported to behave in the classroom.

- Use data to analyse behaviour trends and intervene as necessary.
- Be the Education Visits Coordinator (EVC) for the school.
- Lead on school duties.

Data Protection / General Data Protection Regulations Compliance

The Privacy Notice sets our general principles in relation to Data Protection and the General Data Protection Regulations. You should also abide all Trust policies relating to the use of data including but not limited to:

- Acceptable Use Policy
- Records Retention Policy
- Personal Data Breach Procedure
- Employee Code of Conduct
- E-safety Policy
- Social Media Policy
- Use of Personal Devices Policy

Our Privacy Notice for Employees explains how we use your personal data.

You should note that a duty of confidentiality applies to all personal data seen prior to the first day of employment (for example, pupil lists for the purposes of lesson planning or other activities to support teaching and learning). This reflects the custom and practice of those contracts of employment starting on the first day of term while recognising the need to be aware of and plan to support pupil needs.

The conditions of employment of teachers in the School Teachers' Pay and Conditions of Service Document apply to this post. Teachers must abide by the Teachers' Standards throughout their career. Teachers (and staff appointed under Teaching Staff Terms and Conditions) must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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Person Specification:

CRITERIA	ESSENTIAL	DESIRABLE
Professional Qualifications and Learning	• Good degree or relevant vocational qualification pertaining to the subject to be taught • Qualified Teacher Status (QTS)	• Further professional level qualifications (e.g. master's qualifications)
Experience	• Ability to deliver consistently high-quality lessons to students of all ages and abilities. • Proven record of significantly raising achievement with all groups of students across the age and ability range, and of helping them achieve impressive examination outcomes. • Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop. • Good knowledge of current educational developments and initiatives relating to the subject and their implications • An understanding of the ways children learn and how individual needs may be assessed and met. • An understanding of the strategies needed to establish consistently high • aspirations and academic / behavioural standards and a commitment to relentlessly implementing these strategies. • Experience of delivering staff training and undertaking the professional development of teaching and nonteaching staff • Track-record of building strong team culture with high-levels of candour and psychological safety	• Experience of having designed, implemented and evaluated ambitious and impactful change management • Experience of leading a team in the development and implementation of a whole-school initiative that had a sustained and demonstrable impact on student progress.
Skills	• High levels of professional credibility with colleagues • Understanding of the roles and contributions of all stakeholders and the ability to build and maintain impactful positive relationships • Excellent interpersonal and listening skills and a high degree of emotional intelligence • A proven ability to use data confidently to inform and diagnose weaknesses that need addressing, and an ability to plan effectively in	• Experience of initiating and sustaining multi-agency approaches • Experience of impactful coaching to drive improvement • Ability to design and lead effective deliberate practice for teaching and nonteaching staff

	order to raise individuals' and cohorts' outcomes • The ability to develop positive relationships with all young people. • An effective leadership and management style that encourages participation, innovation and develops colleagues' confidence. • The ability to lead, coach and motivate staff within a performance management framework, providing professional development and effectively challenging and managing any underperformance, whilst developing the leadership skills of others. • Proficient user of Microsoft Office • Experience working with school MIS • Ability and commitment to contribute to the provision of extra-curricular activities. • Well-developed planning and organising skills including time management, prioritisation, delegation and administration. • The ability to enthuse and inspire others. • Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction. • Confidence and self-motivation to work well and be decisive under pressure. • A high level of honesty and integrity. • A firm and constant belief in the unlimited potential of every student and a commitment to inclusive educational provision. • A relentless approach to securing the improvement of teaching and learning and inclusive practice. • Committed to teamwork and working collaboratively with colleagues within the school and across the Trust . • A commitment to the safeguarding and welfare of all students. • High levels of digital literacy and the ability to deploy appropriate technology to be more effective in role.	

	• Ability to use research, evidence and best practice from the wider system to inform improvement planning and implementation.	

Dartmoor Multi Academy Trust is an equal opportunity employer.

All schools in The Dartmoor Multi Academy Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

You will have undertaken an Enhanced Disclosure via the Disclosure Barring Service (DBS).

Signed……..

Dated……