



Assistant Principal (Quality Assurance & Educational Equity)



Harbour
Learning
Trust

Purpose of Post

- To provide strategic leadership that ensures every pupil, regardless of background or need, achieves their full potential. This role focuses on the rigorous quality assurance of education, the evidence-based deployment of funding to close attainment gaps for SEND and Pupil Premium cohorts, and the strategic development of staff expertise. Working collaboratively with the Principal and Vice Principal, the postholder will use robust data tracking to drive school improvement and cultivate a deeply inclusive culture of belonging.

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.

Pastoral Leadership, Safeguarding & Relational Coaching

- Design, coordinate, and lead the whole-academy Quality Assurance calendar, establishing a rigorous schedule of cyclical reviews.
- Oversee the robust triangulation of monitoring data, including book scrutinies, learning walks, lesson observations, and pupil voice, to build an accurate, evidence-based picture of the quality of education
- Train, mentor, and support Curriculum Leads and Middle Leaders to execute highly effective, rigorous QA protocols within their own faculties.
- Systematically evaluate and quality assure the impact of all academic interventions (such as Period 6 and transitional support programs), ensuring the maximum impact of resources on pupil progress.

Job Description:

Assistant Principal: Quality Assurance & Educational Equity

Contract Type: Permanent

Salary: L13 - L17

Salary £69,596 - £76,772

Hours: Full time

Reports to: Vice Principal

Location: Healing Academy, Grimsby

Strategic Leadership of Pupil Premium & Educational Equity

- Lead and continuously evaluate the academy's SEND/Pupil Premium Strategy Statement, ensuring the strategic and highly effective deployment of the Pupil Premium Grant.
- Hold direct accountability for closing the progress and attainment gaps between SEND, disadvantaged pupils and their non-disadvantaged peers across all key stages.
- Ensure that the academy's strategy is aligned with the latest national research on equity and addressing disadvantage
- Collaborate with Subject Leads to ensure that classroom pedagogy and adaptive teaching strategies are designed to prioritise and support the progress of Pupil Premium and SEND
- Audit, and evaluate the impact of Pupil Premium funding across academic, pastoral, and enrichment sectors, ensuring robust reporting to the relevant stakeholders
- Utilise data tracking systems to identify underachievement within the disadvantaged cohort early, working with Heads of Department to deploy swift, localised interventions

Mentoring & Appraisal

- Provide supportive line management, direction, and accountability for identified Curriculum Leads and other Middle Leaders.
- Support colleagues to be successful in their own leadership roles through structured mentoring, coaching, and line management.
- Undertake Performance Appraisal Reviews, acting as a supportive and rigorous reviewer for designated teaching and operational staff in line with Trust policies.
- Coordinate the Academy's mentoring and coaching programs. Lead the induction, training, and development of Initial Teacher Training (ITT) candidates, Early Career Teachers (ECTs), and newly appointed staff.
- Provide strategic leadership on the development and implementation of highly effective feedback, homework, and independent study skills.

SpecificationEssentialDesirable

<u>Specification</u>	<u>Essential</u>	<u>Desirable</u>
Qualifications & Training	<ul style="list-style-type: none"> • Qualified Teacher Status • A relevant first degree 	<ul style="list-style-type: none"> • NPQML/NPQSL or an expression of interest to complete whilst in role
Experience	<ul style="list-style-type: none"> • Whole school leadership and management responsibilities, evidenced by proven record of achievement. • Recent experience as a successful middle or senior leader. • Evidence of significant responsibility for the work of others and impact • Exemplary classroom practitioner 	<ul style="list-style-type: none"> • Willingness to continuously update skills and knowledge • Experience teaching in more than one previous school and across Key Stages
Professional knowledge & understanding	<ul style="list-style-type: none"> • A strong understanding of Curriculum & Assessment • Clarity on what quality first inclusive teaching looks like. • Strong knowledge of behaviour management strategies • Significant experience handling Safeguarding issues and knowledge of Safeguarding policy and procedures. • Ability to communicate a clear vision to a variety of internal colleagues and external colleagues. 	<ul style="list-style-type: none"> • 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. • Emotional resilience and flexible approach accommodating changing priorities and working patterns. • Knowledge and understanding of SEND practices and strategies
Skills	<ul style="list-style-type: none"> • The ability to inspire staff • An ability to form positive relationships with stakeholders • Setting of high standards for self, staff and students. • Ability to see initiatives through to completion. • An ability to respond effectively to challenging behaviour. • Ability to work effectively with people from diverse backgrounds. • Ability to form and maintain appropriate relationships and personal boundaries with children, young people and vulnerable adults. 	
Personal Attributes	<ul style="list-style-type: none"> • Excellent organisation • Polite and punctual • Commitment to self development • Ability to manage competing priorities • Works flexibly according to changing needs and requirements • Supports our DANCE values, Behaviour Framework and Leadership Behaviours • Personal humility • Integrity and compassion. • Relentless positivity and passion for school improvement. • Desire to develop and empower others • Leads by example, modelling our expectations. 	