

**JOB DESCRIPTION and PERSON SPECIFICATION**

<b>ACADEMY:</b>	Mountbatten Primary School	<b>SECTION:</b> Venn Academy Trust
<b>JOB TITLE:</b>	Assistant Principal (EYFS Lead)	<b>GRADE:</b> L1-5
<b>REPORTING TO:</b>	Principal	<b>DATE PREPARED:</b> June 2021

**DIGNITY AT WORK:** To show, at all times, a personal commitment to treating all pupils and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, their age, gender, ethnicity, sexual orientation, disability or religion) and assists in ensuring equal access to services and employment opportunities for everyone.

- PURPOSE:**
- To work in close partnership with the Principal, senior leadership team, staff and governors to develop and manage the school effectively, providing clear vision and positive leadership for the future growth of the school;
  - To ensure the highest possible quality of education, range of educational opportunities and standards of attainment for all pupils;
  - To develop supportive relationships and positive liaison with parents, the local community and neighbouring schools.

The School Teachers' Pay and Conditions Document gives details of the role and professional responsibilities of the staff on the leadership scale. Within that framework, the Governing Body and Trust are seeking to emphasise the following

**PRINCIPAL ACCOUNTABILITIES:**

Support the Principal's overall leadership, development and management of the teaching and learning of all pupils; to have a class teacher responsibility and be able to teach in both key stages, to take a leading role in the monitoring and evaluation of standards across the whole school with focus on a particular phase and to be a leading professional actively promoting effective teaching and learning practices across the school.

- Assist the Principal in the management of the school;
- Support the Principal in ensuring high standards, continuity and progression across the school;
- Undertake any professional duty of the Principal which may be delegated by the Principal;
- Support the senior leadership team as required in all aspects of school life and to act with them in leading the school towards its defined aims and objectives;

- Take a lead role in curriculum design and implementation.

The post will require you to work in partnership with the Principal, governors and staff to ensure the continuous improvement of the school.

All duties and responsibilities are to be carried out with regard to the School's Curriculum, Staffing, Health and Safety, Equal Opportunities, Racial Equality Policies and the Extended Schools agenda.

### **Shaping the Future**

The Assistant Principal will support the Principal and Governing Body in determining the strategic direction and development of the school, including in taking a leading role in the development of the early years and the school as a whole.

- Leading by example, providing inspiration and motivation and articulating and actualising the vision, aims and core values of the school;
- Working with the Principal and school community to create and implement the strategic plan for the school and ensuring that identified priorities and targets are achieved;
- Assisting the Principal in creating an ethos and providing educational vision and direction which secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral cultural, mental and physical development and prepare them for the opportunities and experiences of adult life;
- Helping to ensure that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting long, medium and short-term objectives and targets, which secure the educational success of the school;
- Ensuring that strategic planning takes account of the diversity, values and experience of the school and community at large.

### **Leading Learning and Teaching**

The position of the Assistant Principal is seen as a key role within the school. There will be an emphasis on working with and leading colleagues towards high quality teaching leading to improved outcomes at the end of the foundation stage, and in embedding exemplary inclusive practice. This will be achieved through supporting the Principal in:

- Creating and maintaining an environment which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline;
- Monitoring and evaluating the quality of teaching and standards of learning and achievement of all pupils in order to set and meet challenging, realistic targets for improvement;
- Setting an example of outstanding practice in your own teaching and demonstrating a high level of professionalism and sense of responsibility;
- Having high expectations and using target setting as tools for raising standards of achievement and self-esteem;
- Leading and demonstrating knowledge and understanding of managing all aspects of teaching and learning across the school, particularly in the foundation stage;
- Working collaboratively with colleagues and other professionals to improve the range of opportunities available to pupils.
- Demonstrating a commitment to positive behaviour management throughout the school and referring to the school policy.

## **Developing Self and Working with Others**

The Assistant Principal will support the Principal in leading, supporting, challenging and developing the staff by:

- Developing and maintaining a culture of high expectations for self and for others;
- Maximising the contribution of staff to improving the quality of education provided and standards achieved;
- Planning, allocating, supporting and evaluating work undertaken by teams and individuals and ensuring that there is clear delegation of tasks and devolution of responsibilities;
- Supporting the appraisal processes of the school;
- Motivating and enabling teachers to develop expertise in their respective roles through high quality continuing professional development;
- Supporting the induction of new colleagues alongside the Principal;
- Supporting all staff to develop understanding and skills to manage difficult situations/children/parents;
- Supporting and advising colleagues with classroom practice.
- Contribute to the development of collaborative approaches to learning within the school and beyond.
- Monitor the effectiveness of colleagues' teaching and wider professional impact and report the evaluation to the SLT.
- Lead, manage and organise meetings as appropriate in support of the school's aims.
- Working in partnership with families to encourage the pupil's progress and self-esteem;

## **Managing the Organisation**

The Assistant Principal will work with the Principal to:

- Recruit and retain staff of the highest quality
- Ensure that staff are effectively deployed
- Identify priorities
- Meet health and safety requirements
- Manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

## **Securing Accountability**

The Assistant Principal will support the Principal in accounting for the efficiency and effectiveness of the school by:

- Continuing to develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- Providing information about teaching and learning, standards of achievement, efficiency etc., to the governing body;
- Presenting information to a range of audiences including the Trust, LA, OfSTED, the local community etc.;
- Supporting the presentation of information to parents about the curriculum, attainment and progress and the school targets for improvement.
- To work alongside the Principal to use a range of data sources to set realistic yet challenging targets for pupils.

- Analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes.
- Identify priorities for the school development plan.

### **Strengthening Community**

The Assistant Principal will support the Principal to:

- Build a school culture and curriculum that takes account of the richness and diversity of the school's communities;
- Continually promote and reinforce the importance of being an inclusive school;
- Create and maintain effective partnerships with parents to support and improve pupils' achievement and wellbeing;
- Welcome into the school parents and members of the community to enhance and enrich the school and its value to the wider community;
- Promote positive strategies for challenging racial and other prejudice and dealing with racial harassment;
- Co-operate and work with relevant agencies to protect children;
- Ensure equal opportunity and racial equality principles are intrinsic to the work of the school and staff;
- Liaise with other agencies involved with the welfare and needs of the child;

**Key tasks will be negotiated on an annual basis as part of the Performance Management process, and will be incorporated into the School Improvement Plan. These targets will be reviewed termly.**

**This job description may be amended at any time after discussion with the successful candidate.**

### **DIMENSIONS:**

#### **1. Responsibility for Staff:**

Teachers and support staff. All staff in the absence of Principal

#### **2. Responsibility for Stakeholders/Clients:**

As above

#### **3. Responsibility for Budgets:**

Delegated budgets

#### **4. Responsibility for Physical Resources:**

Safe use, moving and storage of all equipment used in the course of the role.

### **WORKING RELATIONSHIPS:**

#### **1. Within a school:**

Responsible for pupils in their daily care, teachers/classroom support staff within the school, parents and governors

#### **2. With Any Other Areas (where applicable)**

Educational support staff and educational support services  
Other schools and educational establishments

### 3. With External Bodies to the Academy

Responsible for engaging in training  
 Public Services  
 Community Representatives  
 Local Authority

#### ORGANISATION CHART:

Trust and CEO  
 Principal  
 Assistant Principals  
 Teachers  
 Support staff

	<i>Tick relevant level for each category</i>						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
<b>PHYSICAL DEMANDS:</b> Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		√					
<b>WORKING CONDITIONS:</b> Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		√					
<b>EMOTIONAL DEMANDS:</b> Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			√				

<b>PERSON SPECIFICATION</b>		Tick relevant column		List code/s*
		Essential	Desirable	How identified
<p><b>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</b></p> <p><i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i></p>				
<b>1.</b>	<b>Qualifications:</b>			
1.1	Graduate with Qualified Teacher Status	√		AF / CQ
1.2	Holds QTS	√		AF / CQ
1.3	Evidence of a commitment to on-going learning and professional development		√	AF/I / CQ
<b>2.</b>	<b>Relevant Experience:</b>			
2.1	Successful experience of planning for, teaching and assessing in EYFS	√		AF
2.2	Successful experience as a TLR holder or as a member of the senior leadership team		√	AF/I
2.3	Successful experience of leading a team		√	
	Successful leadership of a subject or a significant area of teaching and learning	√		AF/I/R
	Excellent classroom practitioner	√		AF/I/R
2.4	Successful experience of leading, motivating, supporting, challenging and developing staff to secure improvement and raise standards	√		AF/I/R
2.5	Experience of school self-evaluation through involvement in school improvement planning, including its implementation, monitoring and evaluation		√	AF/I
2.6	Experience of working in more than one school		√	AF
2.7	Monitoring / coaching experience with teacher trainees / NQTs		√	AF
2.8	Experience of innovative curriculum development and leadership		√	AF/I
2.9	Understanding of schools in areas of high social deprivation		√	AF/I
2.10	Experience of carrying out performance reviews		√	AF/I
<b>3.</b>	<b>Skills (including thinking challenge/mental demands):</b>			
3.1	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	√		AF/I/R

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		<b>3.2</b>	Ability to plan lessons effectively for all pupils in a class setting clear learning intentions and differentiating tasks	√
<b>3.3</b>	Ability to analyse data, present findings and implement improvements.	√		I,R
<b>3.4</b>	Has high disciplinary standards and can manage difficult behaviour.	√		I
<b>3.6</b>	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	√		AF/I/R
<b>3.7</b>	Ability to plan lessons effectively for all pupils in a class setting clear learning intentions and differentiating tasks	√		AF/I/R
<b>3.8</b>	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	√		AF/I/R
<b>3.9</b>	Ability to plan lessons effectively for all pupils in a class setting clear learning intentions and differentiating tasks	√		AF/I/R
<b>4.</b>	<b>Knowledge:</b>			
<b>4.1</b>	A knowledge and commitment to safeguarding and promoting the welfare of children and young people.	√		I
<b>4.2</b>	Expert knowledge of the EYFS statutory framework and handbook and 2014 National Curriculum requirements	√		AF
<b>4.3</b>	The monitoring, assessment, recording and reporting of pupils' progress in the Early Years setting	√		
<b>4.4</b>	Has the knowledge and understanding of current and national issues in relation to pupil development, pupil progress and raising attainment.	√		
<b>4.5</b>	Knowledge of tracking and target setting to raise attainment at individual student, cohort and whole-school level.		√	AF, I
<b>5.</b>	<b>Interpersonal/Communication Skills:</b>			
	<b>Verbal Skills</b>			
<b>5.1</b>	Ability to establish professional, effective working relationships with a range of partners, colleagues and children.	√		I/R
<b>5.2</b>	Ability to communicate effectively, both orally and in writing, to a wide range of people within the school community and with external agencies			
	<b>Written Skills</b>			
	Excellent written skills/email correspondence appropriate to respondents. Good accurate report writing appropriate to requirements.	√		AF,I,R
<b>6.</b>	<b>Other:</b>			
<b>6.1</b>	Integrity and a commitment to good governance.		√	I,R
<b>6.2</b>	Leads by example, setting high standards of punctuality, dress and conduct – 'can do' attitude.	√		I,R
<b>6.3</b>	Resilience and determination in meeting deadlines and achieving outcomes.	√		I,R
<b>6.4</b>	Ability to challenge and show tenacity.	√		I,R

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<b>6.5</b>	Clarity of thought and vision with proven ability to finish a task.	√		I,R
<b>6.6</b>	A willingness to initiate and participate in both cross curricular and extra-curricular activities, as well as demonstrating successful involvement in all aspects of school life.		√	I,R
<b>6.7</b>	Sense of humour (particularly under pressure).	√		I,R
<b>6.8</b>	Determination to promote a culture that celebrates success		√	I,R
<b>The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.</b>				
<b>7.</b>	<b>Additional Requirements:</b>			
	None		N/A	
<b>8.</b>	<b>Disclosure of Criminal Record:</b>			
	The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service.	√	N/A	DBS Disclosure
	If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	√	N/A	AF(after short listing)
	If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only.	√	N/A	AF(after short listing)

I confirm that I have read and agree with my duties and the information listed above

Signed ..... Dated .....

Print name .....