

# JOB DESCRIPTION

## Assistant Principal

<b>Reporting to:</b>	Vice Principal
<b>Responsible for:</b>	Head of Years; Online Pastoral Mentors
<b>Starting Salary:</b>	£56,797 - £59,581 per annum
<b>Location:</b>	National Online School (SW19)
<b>Contract and hours:</b>	Permanent, full-time

### Job Purpose

The Assistant Principal is a senior education leader with strategic responsibility for an agreed area of school leadership, aligned to their strengths and the needs of the school. The postholder will ensure high-quality provision, strong systems and consistency of practice across their area of responsibility, contributing to pupils' academic success, personal development, wellbeing and future readiness.

The role includes leadership of staff, oversight of systems and interventions, and close collaboration with senior leaders, families and external professionals to ensure pupils are supported holistically and are well prepared for their next stage of education, training or employment.

### Main duties and responsibilities

#### ***Leadership & Management***

Be a member of the Senior Leadership Team, contributing to strategic planning, decision-making and school improvement.

Take responsibility for agreed leadership priorities, ensuring effective planning, delivery and evaluation.

Monitor standards of provision and outcomes within the area of responsibility, identifying strengths and areas for development.

Regularly report to the Principal on progress, impact and any emerging concerns, contributing to problem-solving and action planning.

Develop and implement improvement plans linked to whole-school priorities and performance management objectives.

Model the highest standards of professionalism and leadership in all aspects of the role.

Promote and uphold the highest standards of safeguarding and child protection.

Work in accordance with statutory responsibilities, school policies and professional codes of conduct.

Demonstrate integrity, resilience and commitment to the welfare and success of all pupils.

### ***Quality Assurance***

Contribute to the school's self-evaluation and development planning processes.

Use data, evidence and professional judgement to evaluate the effectiveness of provision and inform improvement.

Ensure agreed policies, procedures and expectations are implemented consistently and effectively.

Support preparation for internal and external review or inspection.

Promote a positive and aspirational culture that supports high expectations for pupils and staff.

Line manage designated staff and/or teams, providing clear direction, challenge and support.

Monitor performance within line-managed areas and address underperformance through professional dialogue and agreed actions.

Support the implementation of performance management and appraisal systems.

Contribute to staff development through coaching, training and professional learning activities.

Lead or contribute to meetings, briefings and training as required.

### ***Contribution to school life***

Support positive behaviour, inclusion and wellbeing through visible leadership and adherence to school systems.

Contribute to assemblies, pastoral programmes or enrichment activities as appropriate to the role.

Work constructively with parents/carers and external stakeholders to support pupil outcomes.

Represent the school positively in the wider community when required.

Attend senior leadership meetings and briefings as required.

Undertake duty and operational responsibilities appropriate to a senior leadership role.

Maintain confidentiality and comply with data protection requirements at all times.

Engage actively in professional development aligned to school priorities.

Undertake any other reasonable duties consistent with the role and level of responsibility.

### ***Staff Development & Management***

Model consistently high-quality professional practice as a leader and practitioner.

Provide day-to-day leadership, guidance and support to staff within the area of responsibility, promoting reflective and effective practice.

Contribute to recruitment processes for staff within the area of responsibility, working collaboratively to ensure fair, inclusive and safer recruitment practices.

Ensure new staff are inducted effectively and supported through probationary processes.

Line manage designated staff and/or teams, providing clear direction, communicating key priorities and leading meetings and professional development activities as required.

Deliver supervision and appraisal discussions, offering constructive feedback that supports continuous improvement and professional growth.

Promote high standards of professionalism, attendance, conduct and communication, addressing concerns promptly and appropriately.

Support staff to apply consistent and effective behaviour management approaches and positive communication with parents/carers, in line with school policies.

Identify professional development needs and lead or coordinate relevant training aligned to school priorities and statutory requirements.

### ***Teaching Responsibility***

Teach according to an agreed timetable, delivering engaging, inclusive and well-planned lessons that meet the needs of all pupils.

Ensure teaching and learning reflects agreed curriculum plans, assessment approaches and expectations for pupil progress.

Support the development of core skills, including literacy and numeracy, across teaching and learning where appropriate.

Promote positive behaviour for learning, using de-escalation strategies and relationship-based approaches to support pupil engagement.

***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).

Relevant NPQ (D)

## **Knowledge and experience**

Qualified teacher with experience in either mainstream and/or specialist/SEND education.

Recent and demonstrable experience as a highly effective classroom practitioner, with a strong track record of positive pupil outcomes.

Experience of supporting pupils with additional or complex needs, including neurodiversity, and an understanding of how these needs may impact communication, learning and behaviour.

Secure working knowledge of the National Curriculum and key stage expectations, with the ability to adapt provision to meet diverse needs.

Working knowledge of the SEND Code of Practice and inclusive practice.

Clear understanding of safeguarding and child protection responsibilities and procedures.

Experience of contributing to improved pupil outcomes through targeted support, intervention or inclusive strategies.

Experience of contributing to review or planning processes for pupils with additional needs, including working with families and professionals (D).

Experience leading a whole school responsibility (D).

## **Skills and abilities**

Ability to respond calmly, consistently and professionally to pupils who may present with emotional, behavioural or engagement challenges, promoting regulation and positive behaviour.

High expectations of self and others, with a reflective approach and commitment to continuous professional improvement.

Strong leadership skills, with the ability to motivate, support and hold others to account.

Highly organised, able to prioritise workload effectively and maintain attention to detail in a fast-paced environment.

Confident in the use of digital tools and systems, with the ability to work effectively in an online or technology-enabled environment.

Skilled in supporting positive pupil behaviour and wellbeing, including pupils who may be vulnerable or face additional barriers.

Strong communication skills, with the ability to engage professionally and constructively with families, colleagues and external stakeholders.

Ability to build positive relationships that support pupil engagement, belonging and personal development.

Resilient, adaptable and committed, able to lead and work effectively through challenge, change and growth.

### **Other**

Strong commitment to safeguarding and promoting the welfare of children and young people.

Commitment to equality, diversity and inclusion, ensuring high expectations and opportunity for all pupils.

Values-led and aligned with a culture of high standards, integrity, collaboration and accountability.

Ambitious and growth-focused, with the motivation to contribute to the development of a high-performing and evolving organisation.

**May 2026**