

Assistant Principal Gosberton House Academy



Job Purpose & Key Responsibilities

As part of the Senior Leadership Team, the Assistant Principal shares responsibility for developing and delivering the school's vision, strategic priorities and modelling and sharing best practice.

Specific areas of responsibility and key tasks

School Culture

- **Vision and Ethos:** Support the school's vision, ethos and strategic direction in partnership with the Trust, Local Governing Body and the wider school community.
- **High Expectations:** Be ambitious for our children – prepare them for their next steps in school and in life.
- **Positive Environment:** Promote positive and respectful relationships across the school community, ensuring a purposeful, SPELL environment where pupils experience a positive and enriching school life. Promote and support the wellbeing of pupils and staff.
- **Professionalism:** Model and expect a culture of professionalism, morale and continuous improvement.
- **Communication:** Demonstrate skills, including compassion, openness and diplomacy to build positive relationships at school and Trust level

Teaching

- **Quality of Teaching:** Model, lead and support high-quality, expert teaching across the curriculum – including the sensory curriculum.
- **Subject Expertise:** Ensure teaching is underpinned by high levels of subject expertise and approaches that respect the distinct nature of subject disciplines.
- **Assessment:** Ensure effective use of assessment to monitor progress and inform own teaching practice and decisions and those of others. Model high expectations.

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| <p>Leadership and Management, and Early Years/Engagement Curriculum</p> | <ul style="list-style-type: none"> • Clarity and communication: Provide high-quality leadership particularly with regard to Early Years and the Engagement Framework. • Strategy: Work with the staff team to ensure quality assurance of provision, key documents and impact of these. Carefully monitor and evaluate the effectiveness of school improvement strategies, alongside SLT colleagues. Support the preparation and implementation of strategies to maximise success in Ofsted inspections. • Induction and Probation: Share responsibilities for induction and probation for new staff. |
| <p>Curriculum & Assessment</p> | <ul style="list-style-type: none"> • Curriculum Leadership: Lead on the curriculum offer for children learning at an Engagement Framework Level. Ensure appropriate lesson content, delivery and progression of skills, knowledge and language. Ensure that the Engagement Framework curriculum offer prepares children to learn at a subject-specific level. • Early reading and early maths: Ensure staff are upskilled in identifying and taking all opportunities to promote early maths and English skills. • Assessment: Lead on the Reception Baseline Assessments (RBA) and support with baselining new starters across the academy. |
| <p>Behaviour</p> | <ul style="list-style-type: none"> • High Expectations: Support GHA's happy, calm environment by building positive relationships, knowing every child and promoting the academy's SPELL approach. • Role Modelling: Work with the Senior Leadership to ensure that all adults within the school model empathetic, consistent and respectful approaches. |
| <p>Professional Development</p> | <ul style="list-style-type: none"> • Staff Development: Provide appropriate professional development through constructive feedback and identifying relevant training and educational research to support staff to improve classroom practice. • Talent and Capacity: Involvement in appointing, coaching and mentoring current and aspiring teachers and support staff. • Workload: Support staff workload and wellbeing through regular liaison to ensure expectations are appropriate. • Research: Ensure all colleagues have access to relevant research into best practice specialist school approaches. |
| <p>Organisational Management</p> | <ul style="list-style-type: none"> • Safeguarding: Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, child protection, and health and safety, as part of the duty of care and the highest priority. • Systems and Processes: Lead on at least one area of the Self Evaluation Form and share aims, actions and reviews of impact with stakeholders including staff, governors and trustees. • Alignment with Trust Policy and Processes: Support the Principals in ensuring whole Trust policies are followed and implemented. |
| <p>Continuous School Improvement</p> | <ul style="list-style-type: none"> • Academy Improvement Plan: Work alongside SLT and other colleagues to develop, lead, monitor and evaluate the impact of the priorities outlined on the Academy Improvement Plan. • Self Evaluation Form: Contribute to the Self Evaluation Form, identifying impact and success, and plan next steps in order to create the Academy Improvement Plan. |

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| <p>Working in Partnership</p> | <ul style="list-style-type: none"> • Community Relations: Forge constructive relationships beyond the school, working in partnership with families and the local community. Lead effective transition for new families. • Collaboration: Support the school to work successfully with other schools and organisations in a climate of mutual challenge and support to improve outcomes. • Multi agency working: Maintain and improve collaborative working with external professionals. |
| <p>Governance and Accountability</p> | <ul style="list-style-type: none"> • Accountability: Support effective governance, attend meetings and work with members of the local Governing Body. • Regulatory Framework: Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties. • Staff Accountability: Support staff in knowing and understanding their professional responsibilities. |
| <p>Requirements for all colleagues</p> | <ul style="list-style-type: none"> • Promote and uphold the GHA’s vision, values and priorities. • Be proactive and supportive of working in partnership across the Trust. • Comply with the Academy’s policies and procedures. • To work positively with colleagues, pupils, parents and other partners, regardless of their gender, ethnicity, sexuality, age or disability. • To attend briefings and staff meetings as required. • To participate in the academy’s Performance Management Review scheme and undertake professional development and training as required. • To be a positive role model and to take responsibility for promoting good standards of behaviour. |
| <p>Ethics and Professional Conduct</p> | <p>The Assistant Principal is expected to demonstrate consistently high standards of principled and professional conduct, upholding the Seven Principles of Public Life (Nolan Principles) and to support the Principal and the wider leadership team in their work.</p> <p>The Assistant Principal must:</p> <ul style="list-style-type: none"> • Serve in the best interests of the school’s children. • Build relationships rooted in mutual respect, observing proper professional boundaries. • Uphold fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect, and tolerance of those with different faiths and beliefs. • Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities. |



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ACADEMY TRUST

Assistant Principal Gosberton House Academy

Person Specification

Ambition | Inclusion | Integrity



Assistant Principal Person Specification



| a) Training and qualifications | Essential | Desirable |
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| Qualified Teacher Status (QTS) | Y | |
| Degree at 2:1 or above | Y | |
| Commitment to safeguarding and promoting the welfare of all students and staff | Y | |
| Evidence of commitment to continuing professional and personal development of self and others | Y | |
| b) Experience | Essential | Desirable |
| Substantial, successful experience in Early Years and Key stage 1 | Y | |
| Special School experience | | Y |
| Proven success as a leader within a special primary setting | | Y |
| Significant successful experience of leading and motivating a team to improve standards and outcomes | | Y |
| Understanding of school funding; effective management of a school budget and efficient deployment of resources | | Y |
| A positive approach to, and proven success in, managing change | Y | |
| Successful experience of implementing and overseeing school improvement initiatives leading to improved outcomes | Y | |
| Experience of working with a Governing Body | | Y |
| Experience of working in a Multi-Academy Trust context | | Y |

| c) Professional Knowledge and Skills | Essential | Desirable |
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| Excellent teacher with a proven track record in terms of pupil progress and achievement | Y | |
| Understanding of the Ofsted Process | Y | |
| Ability to inspire, motivate, support and challenge staff, students, parents and other key partners | Y | |
| A strategic thinker and influencer, with the ability to innovate and use initiative | Y | |
| Exhibits current knowledge and understanding of educational policy and practice, including best practice for supporting autistic children and children with significant and complex needs | Y | |
| Promotes equality and inclusion | Y | |
| Demonstrates analytical understanding and uses quality assurance processes and data effectively to drive continuous school improvement | Y | |
| Understands the relationship between managing performance, CPD and sustained school improvement | Y | |
| Effective team work within a school, and ability to build networks and work with a range of partners, including families and the local community | Y | |
| Able to establish and sustain effective organisational structures, systems, policy and practice, including safeguarding | Y | |
| Able to think creatively to anticipate and solve problems and demonstrate balanced and fair judgment | Y | |
| Able to consult and negotiate to achieve the best possible outcomes for children and their families | Y | |
| Able to build and sustain effective relationships with all stakeholders that will enhance the education of all children | Y | |
| Able to work in partnership with and accept appropriate support from all stakeholders | Y | |
| Team player, understanding the need to work with all levels of influence and seniority | Y | |
| Excellent personal and team time-management capabilities | Y | |
| Proven ability to successfully lead a team and line manage staff as well as influence and lead those not line managed by you directly | Y | |
| d) Personal Attributes | Essential | Desirable |
| Actively demonstrates a passion for the value of education | Y | |

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| Demonstrates honesty and integrity. Works to the Nolan Principles of Public Life. | Y | |
| Self-motivated, enthusiastic, optimistic and energetic | Y | |
| Display outstanding communication and interpersonal skills with the ability to build rapport with a range of audiences, including all stakeholders and external agencies. | Y | |
| Resilient | Y | |
| Ability to develop and maintain effective working relationships, including working as part of a team | Y | |
| Prioritises, meets deadlines and performs effectively under pressure | Y | |
| Flexible and positive approach to new challenges and opportunities | Y | |
| Commitment to consistently high standards of principled and professional conduct | Y | |
| Reflective practitioner | Y | |
| Attention to detail and high standards of work | Y | |
| Ability to be respectful and promote equality of opportunity, inclusion and diversity | Y | |
| e) Safeguarding | Essential | Desirable |
| Knowledge of the statutory requirements of KCSIE together with experience of Child Protection, Safer Recruitment and Safeguarding procedures. | Y | |