**BOWER PARK ACADEMY**

**JOB DESCRIPTION – ASSISTANT PRINCIPAL LEARNING TRANSITION AND ENGAGEMENT**

**Grade:** L13 to L17

**Accountable to: Principal**

**Main Purpose of Role:**

***1) Whole school responsibility:***

* Supporting the Principal and Governors deliver the Academy’s vision in order to secure outstanding outcomes for all.
* Raising the standard of achievement and developing high aspirations of disadvantaged students in all years, in particular, disadvantaged boys and high prior attaining students
* To develop the Academy’s student voice, student leadership and community liaison strategies including stakeholder feedback and parents’ evenings
* To take on other whole school responsibility in agreement with the Principal
* To lead key whole school strategic developments relevant to this post as identified by the Principal

***2) School of Learning responsibility:***

* To provide the leadership of learning for a School of Learning in order to significantly raise standards of achievement. This will involve line managing a core subject.

***3) House responsibility:***

* To lead a House in order to provide the support, challenge and monitoring necessary for all learners to achieve success.
* To provide the lead on safeguarding in the House.

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| **Accountabilities** | **Roles and responsibilities** |
| **1) Whole School Responsibility**  | *Student Voice/Leadership:*1. Providing leadership of student leadership by managing the prefects, Senior Prefects and Head Boy/Girl. Ensure that there are fair elections/selecion process; their respective roles and responsibilities are clear and that they set high standards of conduct for other students to aspire to.
2. Provide the leadership of student voice activities. This will include: ensuring we have an effective student council, overseeing student surveys and esnuring that students have a voice in terms of their learning and life at the Academy.
3. Reporting to the SLT on the feedback from Student Voice activities – so that we act on feedback to improve their learning and experience at BPA.

*Building the Aspirations and Achievement of Disadvantaged Students:*1. Leading the Pupil Premium Champion to develop the cultural capital and broaden the horizons of our disadvantaged students in KS3. Ensuring that:
* *There is a comprehensive programme of enrichment activities both within and outside of the normal school day*
* *Staff are aware of the disadvantaged students in their classes and develop strategies to ensure they are actively engaged and, thereby, make better progress. As such, quality first teaching will drive the improvements in the progress of disadvantaged students.*
1. Building Learning Power and Growth Mindset: leading the strategy to develop BLP and Growth Mindset across the Academy ensuring that it is woven into our teaching and learning strategies and becomes embedded in our culture and ethos
2. To ensure that our disadvantaged students across both Key Stages are given opportunities to broaden their horizons and develop their cultural capital. As such, to coordinate the Academy’s approach to supporting disadvantaged student and being the advocate for meeting their needs and raising their aspirations.
3. To manage the Pupil Premium budget and ensure value for money and maximize impact in terms of raising standards
4. To report the impact of the Pupil Premium funding to SLT and the ITB/LGC as required.
5. To take on other whole school responsibility as agreed with the principal.
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| **2) Responsible for leading a School of Learning** | 1. Accountable for the standards of achievement across the designated School of Learning.
2. To hold Heads of Department and other staff to account for the quality of provision and standards achieved.
3. To provide rigorous appraisal for identified leaders within your School of Learning and House ensuring that appraisal objectives:
* Relate directly to the Academy’s Improvement Plan priorities – ensuring that each leader contributes to the Academy’s overall improvement/targets/priorities
* Provide the challenge necessary to raise standards of achievement and the quality of teaching and learning in order to meet Academy targets.
* Develop the personal and professional effectiveness of the team.
1. Provide challenge and support to Heads of Department by setting high expectations and embedding ambition resulting in high quality provision and improved standards. This will be evidenced by:
* Meeting or exceeding examination targets for each subject area
* The quality of teaching and learning is in line with or exceeds the Academy’s targets
1. To ensure that the subjects in your School of Learning are rigorously tracking and monitoring student progress and intervention/action is taken where underachievement is identified.
2. Ensure that assessment and moderation processes are fully embedded in line with the Academy’s Assessment Policy so that assessment data is accurate and reliable.
3. To regulalry monitor and evaluate the quality of teaching and learning (in liaison with the respective Heads of Department) to identify strengths and areas for improvement. Where weak teaching exists, support and other action is taken to rectify the situation.
4. To develop the leadership skills of Heads of Department so that there is highly consistent and high quality leadership of learning across the whole Academy.
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| **3) Responsibility for leading a House** | 1. Accountable for the overall progress of students in the House
2. Leading the House ensuring Academy policies and practices are consistently applied and staff are effectively led and managed to provide high quality support, guidance and challenge to all learners in the House.
3. To develop a strong culture of learning for the House and ensuring that every learner is known, challenged and supported to achieve to the best of his or her ability
4. To develop a strong sense of identity and belongining among the students in the House through assemblies, developing leadership roles, student voice and a shared sense of responsibility and common purpose
5. To line manage the Director of Learning.
6. To be an integral part of the safeguarding team, led by the AP Learning Support and Inclusion. To be the Safeguarding lead for the House.
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| **Contributing to our Learning Community** | 1. To be an ambassador for the Academy and positively promote and take pride in our work at all times.
2. Keep a high profile around the Academy - being visible and proactive, taking command of areas at change of lessons, breaks and the start/end of the day
3. Be consistent in the delivery of all the Academy’s policies and practice
4. Be a role model for students through personal presentation and professional conduct
5. Ensure that all deadlines and other professional expectations are adhered to within the School of Learning and House.
6. Work in accordance with current Health and Safety requirements; LGC, DFE and Government policies
7. Maintain confidentiality inside and outside the Academy
8. Perform particular duties in accordance with directions by the Principal to ensure student safety
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**PERSON SPECIFICATION – ASSISTANT PRINCIPAL**

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| **Job Related Education & Qualifications** | * Degree in an appropriate subject
* Qualified teacher status
* Evidence of continuous professional development relevant to the post
* Evidence of significant further CPD related to leadership
* Safeguarding and child protection training
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| **Leadership & Management** | * Is able to set out a vision and implement rapid change and is able to demonstrate visionary thinking
* Clear understanding of personalisation and is able to demonstrate how it is used to support learners
* Leads by example and is a role model for staff, students and community
* Has high expectations, sets and delivers high standards and commands credibility through expertise
* Has successfully led and managed teams of people, achieved high quality outcomes by holding them to account for the quality of provision resulting in improved standards of achievement and attainment
* Is able to delegate effectively
* Clear understanding of inclusion and the needs of all learners
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| **Experience**  | * Proven experience of good or outstanding classroom practice is essential.
* Substantial experience of having worked as an experienced middle leader or SLT member in a school that has achieved outstanding from Ofsted would be an advantage but is not essential
* Proven experience of successfully leading strategic development and change management leading to improved standards of achievement
* Can demonstrate previous experience of using methods of consultation to inform leadership decision making
* Can provide a track record as a successful classroom practitioner across the secondary school age and ability range consistently achieving good or better judgements for lesson observations
* Proven experience of detailed data analysis and the ability to present your analysis to a variety of audiences
* Proven experience of leading self evaluation processes to identify strengths and weaknesses in standards, teaching and learning and overall provision either at whole Academy and/or Subject level
* Proven experience of developing and monitoring effective intervention strategies to support disadvantaged students so that they achieve successful outcomes.
* Can demonstrate previous experience of using methods of consultation to inform leadership decision making
* Experience of effectively communicating with parents in a variety of media

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| **Knowledge & Understanding** | * Knowledge of the key educational issues and initiatives facing the school over the next three years especially those related to pupil premium funding
* Demonstrate a detailed knowledge of student learning and leadership of learning in challenging circumstances
* Detailed working knowledge of how to the monitor performance of staff, hold them to account and deal with underperformance
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| **Equalities** | * A genuine commitment to inclusion and equal opportunities and a vision that combines inclusion with whole school improvement.
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| **Other Requirements** | * Must have a passion for generating a school where every student achieves to the best of their ability and is resolute in challenging barriers to a student’s success
* Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with young people and vulnerable adults
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