

## Job Description

### Leigh Academy Blackheath

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| <b>Reports to:</b> | <b>Principal</b>            |
| <b>Role:</b>       | <b>Assistant Principal</b>  |
| <b>Salary:</b>     | <b>LAT Leadership Scale</b> |
| <b>Basis:</b>      | <b>Permanent, full-time</b> |

#### Main purpose of role

The Assistant Principal is expected to provide the leadership and management necessary to raise standards of achievement across the academy. The role will also involve whole academy leadership of academy priorities and the line management of several curriculum areas.

#### Expected Performance

##### Effective leadership where:

- a positive ethos reflects high achievement, effective teaching & learning and good relationships with students, parents, partners and the local community;
- staff, governors, sponsors, students and parents respect the academy leadership;
- staff and governors recognise their responsibility for contributing fully to the successful implementation of Trust and school policies and practices;
- the life of the Academy and the curriculum effectively promote students' spiritual, moral, social and cultural development and prepare them for adult life in a modern digital world;
- expectations and support are high for all vulnerable groups;
- the welfare of students is safeguarded at all times;
- there is a clear Academy Performance Agreement in place and reviewed regularly to ensure continuing progress toward planned outcomes;
- efficient and effective use is made of staff, accommodation and resources;
- there is a positive contribution to the life of the Trust and its other schools;
- good value for money is provided and finances are well managed.

##### Students who:

- make progress in relation to their prior attainment to expected or better than expected levels;
- achieve outcomes that reflect their full potential across all subject areas in a consistent manner;
- make the most of academy extra-curricular activities and specialisms;
- are well prepared for assessments and necessary examinations;
- are enthusiastic about the subjects they study and highly motivated to learn more;
- take responsibility for themselves, their learning and the academy environment;
- contribute to maintaining a purposeful working environment through their attitudes and behavior.

##### Teachers who:

- have a secure knowledge and understanding of their subjects and the overall learning process;
- set high expectations for all students and for themselves;
- plan lessons and learning that address the needs of all students within the class;
- employ the most effective approaches for every group of students;
- pace lessons appropriately, using time and resources effectively;
- regularly mark and assess students' work;
- reinforce and extend students' learning through setting consistent and challenging personal study tasks;
- understand the importance of a regime of rules and discipline;
- are systematically monitored, evaluated and supported in their work.

**Staff in general who:**

- enjoy coming to work;
- are inspired and motivated to reach their full potential for the benefit of the academy regardless of their role;
- are fully engaged with the direction and activities of the Academy, willing to go the extra mile whenever necessary;
- are resilient to the everyday challenges of academy life and are supportive towards each other at all times;
- have their performance assessed regularly via a variety of methods and obtain constructive feedback on areas to improve as well as praise for achievements;
- communicate openly and clearly at all times;
- are supported in their career development and encouraged to progress.

**Parents who:**

- understand how an effective partnership with the Academy contributes to their child's learning and happiness;
- endorse and assist the objectives of the Academy and cluster as a whole;
- are kept fully informed about their child's achievements and progress and other developments across the school;
- know how they can support and assist their child's progress.

**Governors who:**

- give generously of their time, experience, ideas and contacts to assist leaders;
- hold academy leaders to account for quality of education, standards and finance;
- understand that their role is not to become involved in management;
- fulfil their statutory responsibilities to the Trust and DfE.

## Person Specification

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As a Trust we seek to recruit talented individuals who can not only help to build the success of our academies but also people who are engaging and passionate about everything they do.

When we recruit we look for specific experiences and qualities. However, we also value diversity because we recognise the importance of people bringing their own backgrounds, experiences, perspectives and ideas to the Trust.

For the role of Assistant Principal, we would expect candidates to demonstrate:

- passion for continuous personal and social improvement by self and others;
- professional integrity and respect for the opinions and circumstances of others;
- personal impact and presence with all stakeholders;
- leadership ability to inspire and motivate staff and students;
- excellent interpersonal and communication skills;
- passion for raising secondary achievement and solid understanding of what constitutes an outstanding school;
- significant leadership and management experience in a similar role;
- creative and innovative skills in finding new solutions;
- strong relationships with governors, parents and other stakeholders;
- willingness to share knowledge and work collaboratively with other academies and trust executives;
- abundant enthusiasm and energy;
- ability to think reflectively and adapt well to change;
- resilience and the ability to remain calm and consistent under pressure;
- reliability and ability to meet deadlines;
- sense of humour;
- effective organisational skills;
- excellent personal ICT skills.