**Goresbrook School**



**Job Description**

**Post: Assistant Principal - Primary**

**Responsible to: Primary Principal**

**Status of Post**

This is a senior post within the school’s staffing structure, which carries with it membership of the Senior Leadership Team (SLT). This post holder is accountable to the Principal. As a member of SLT, you will be required to meet the general requirements of this post as specified in the School Teachers’ Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Principal.

**Job Purpose**

* To support, hold accountable, develop and lead the Phase Team in order to secure high quality teaching, the effective use of resources and improved high standards of learning and achievement for all children.
* Have the skills, preparation and authority to carry out the role effectively, including making rigorous and fair judgements on progress towards meeting the core standards
* To contribute effectively to the school performance management system as an appraiser.
* To support the Principal’s overall leadership, development and management of the teaching and learning of all children; to have a class teacher responsibility where appropriate 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.
* The post will require you to work in partnership with the Principal, governors and staff to ensure the continuous improvement of the school. The post holder will be expected to attend governing body meetings.

**Specific duties:**

**Strategic development**

* Support the Principal and governors in promoting and developing a vision for the future of the school; demonstrating inspirational leadership and creativity.
* Play a significant role in the school improvement planning process, taking account of the agreed priorities of the school and reflecting specifically on personal areas of responsibility.
* Contribute to the identification of key areas of strength and weakness in the school with detailed reflection on day-to-day working knowledge of the school’s policies and practices.
* Exemplify the application of agreed policies, priorities and expectations, so as to set a good example to other colleagues.
* Develop and enhance a culture of teamwork, in which views of members of the school community are valued and taken into account.
* Contribute to the self-evaluation of the school and lead the work on the Phase SEF.
* Develop a phase action plan in response to outcomes of monitoring and evaluation
* To induct new staff into the team

**Teaching, Learning and Assessment**

* Maintain a high profile as an example of best and leading practice (including formative assessment) within the classroom and foster the high expectations to which the school aspires.
* To lead, develop and monitor whole school assessment in conjunction with the Principal.
* Lead a phase team.
* Share responsibility for the analysis of key school performance data for the relevant phase, to ensure priorities are appropriate and improvement in standards is promoted.
* Oversee the development of effective timetabling, which meets and responds to the needs of children within the statutory frameworks and the resources available.
* Coach and develop staff to maximise impact on effective teaching and learning.
* Through liaison and guidance, work closely with curriculum leaders to ensure the best learning opportunities for children.
* Actively include children to further enhance their learning opportunities and personal development.
* Support the target setting process; including statutory procedures and targets for individuals and groups throughout the school.
* Implement strategies to promote high standards of behaviour.
* Seek to develop and enhance a broad and rich curriculum that meets the needs of the range of children in the school.
* Monitor and evaluate outcomes achieved from classroom practice.
* Take a leading role in development of quality and manageable assessment practice throughout the school.
* Support the development of a core subject throughout the school to ensure high quality teaching which support high standards.
* To demonstrate a commitment to positive behaviour management throughout the school acting as a restorative practice facilitator.

**Role Specific Responsibilities**

* Be responsible for developing the curriculum.
* Be responsible for monitoring and evaluating learning and teaching.
* Demonstrate and model excellent teaching and learning in all aspects of the curriculum.
* Be responsible for ensuring the quality of formative and summative assessment.
* Interpret and use data to set effective targets to raise achievement in the phase.
* Keep up to date with recent developments in education.
* Be a member of the safeguarding team
* Provide training for all members of the school staff.
* Initiate strategies for involving parents/carers in their children’s learning.
* Work with staff in selecting and ordering appropriate books, materials and equipment within an agreed budget.
* To work in partnership with other subject leaders to ensure their participation in understanding and developing the curriculum as set out in the School Improvement Plan.
* Undertake any reasonable task, as directed by the Vice Principal, or Primary Principal

**Managing the organisation**

* Manage the day-to-day activities of the delegated areas of responsibility to ensure the school meets statutory requirements in a highly effective and efficient manner.
* Develop action plans in specified areas of responsibility, in order to bring about improvements.
* Contribute to the planning process for the distribution of resources, to ensure they meet the school’s identified priorities.
* Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the children and value for money.
* Ensure that equal opportunities for children and staff are effectively promoted.

**Securing Accountability**

* Work alongside the Principal to secure improvement through Performance Management; take responsibility for the performance management of identified staff
* Support staff in understanding their own accountability, and develop approaches to its review and evaluation.
* To work alongside the Principal to use a range of data sources to set realistic yet challenging targets for children, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes and identify priorities for the school development plan.
* Contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary.

**Strengthening Community**

* Support the development of the school within the community; strengthening partnerships with other schools and services thus enhancing community cohesion.
* Demonstrate an understanding of the diversity of the school community.
* Contribute to policies and practices that promote equality of opportunity and tackle prejudice.
* Evaluate and enhance the development of a curriculum that provides children with opportunities to enhance their learning within the wider community.
* Promote and model good relationships with parents and carers, which are based on partnerships to support and improve children’ achievement, involving parents as true partners in the education of their children.

**Professional Characteristics**

Demonstrate that you are an effective professional who challenges and supports all children to do their best through:

* Inspiring trust and confidence,
* Building team commitment,
* Engaging and motivating children,
* Analytical thinking,
* Taking positive action to improve the quality of children’s learning.

**SLT Responsibilities**

*These responsibilities are over and above those required by a teacher of main professional Grade or those staff who are members of the Middle Leadership Team.*

* To lead a team of teachers and support staff.
* To identify professional development needs and co-ordinate staff development programmes to raise levels of achievement.
* To be involved with the development of whole school policies from 4-11 within your own subject area and within others.
* To be an active member of the Senior Leadership Team and work as a team ensuring appropriate professional conduct and confidentiality where appropriate.
* To actively support all policy decisions.
* To attend governing body committee meetings.
* To work with the Senior Leadership Team on interpreting and using data to set effective targets to raise achievement.
* To assist in planning and implementing timetables, rotas and systems to ensure the smooth day to day running of the school.
* To co-ordinate and assist with school events, during and out of school hours.
* To actively support staff in maintaining high standards of behaviour among all children throughout the school.

This document is considered to provide an outline of the areas that this role involves. This document does not preclude the post holder developing systems and structures not specifically mentioned but related to his/her broad areas of responsibility. The roles outlined above are indicative and do not preclude anything else which may be reasonably requested commensurate with the post held and duties undertaken.

**Goresbrook School**



**Person Specification**

**Post: Assistant Principal - Primary**

**Responsible to: Primary Principal**

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|  | **ESSENTIAL** | **DESIRABLE** |
| Qualifications | * A good Honours Degree (minimum of 2:2 or Bachelor in Education)
* Qualified Teachers Status
* Relevant up to date experience teaching in UK schools
 | * Relevant leadership training
* Evidence of commitment to personal development
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| Skills & Experience | * Experience of working in an outstanding school
* Experience of working with children with complex needs and challenging behaviour
* Experience of HMI and OFSTED inspections
* Experience of working within a cluster/partnership
* Experience of working in school in rapid change
* Experience of providing T&L support for underperforming teachers
* Teaching across the whole primary range
* Successful teaching experience in more than one phase with an outstanding or good evaluation
* Evidence of excellent class teaching to provide a model of good practice for others.
* Evidence of good organisational skills.
* Understanding of how children

learn* Responsibility for leading a subject across the school
* Building and sustaining effective

working relationships with staff,governors and parents in the widercommunity * The ability to deliver effective in-service training.
 | * Experience of leading a team
* Former responsibility at phase or whole school level for raising standards
* Experience of leading teams to achieve a specific outcome for children
* Evidence of the development of policy or curriculum schemes of work
* Experience of initiating and leading new initiatives within school
* Evidence of the ability to work as a team and to manage staff effectively.
* Experience carrying out performance reviews
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| Knowledge & Understanding | * Evidence of strong professional

subject knowledge * Understanding of New OFSTED

framework * Ability to plan lessons effectively

for all pupils in a class setting with clear learning intentions anddifferentiating tasks and ability todemonstrate best practice tocolleagues* Knowledge and understanding of

positive behaviour strategies anddealing with specific behaviouralissues* Ability to coach and mentor

individuals to achieve specificoutcomes* Ability to challenge and inspire

colleagues* Clear understanding and

commitment to safeguardingprocedures* Ability to analyse data and pinpoint key issues in order to inform staff of the way forward
* Knowledge and understanding of the effective inclusion of all children.
* Evidence of a commitment to equal opportunities.
 | * An understanding of the skills and attributes involved in effective leadership
* Knowledge of recent developments in education.
* Evidence of understanding of strategic management in a large school
* Evidence of the ability to take ownership of whole school issues and participation in the leadership and management of the school.
* Evidence of experience of and a commitment to the involvement of parents and carers in the learning process.
* Knowledge and experience of monitoring and evaluating the curriculum, teaching and learning
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| Personal Qualities | * To relish challenge and perform

efficiently in this significant keyrole* Ability to take responsibility for

others’ performance* To be able to lead by example
* Tenacity and commitment while

working under pressure* Ability to think strategically
* Ability to organise, prioritise and

delegate* Ability to manage time effectively and work to deadlines
* Good team player
* Ability to enthuse and motivate

Others* Good communication skills both orally and in writing
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