**Person Specification**

**Post: Assistant Principal, Waterhead Academy**

Key to selection / assessment methods:

**I** Interview

**A** Application

|  |  |
| --- | --- |
| **Competencies and Attributes** | **Assessment** |
| ***Personal Qualities***  1. Empathy, affability and a good sense of humour  2. Confidence, influence and gravitas  3. Positivity and resilience  4. Tact, loyalty and diplomacy  5. High levels of motivation and commitment  6. Be able to compliment skills and abilities of Principal  7. Concern for individual and team needs and the ability to cater for both  8. Effective communication with a variety of audiences  9. The ability to inspire trust, respect and confidence amongst staff, students and other stake-holders  10. Strong personal reflection, analytical and flexible thinking | I  I  I  I  I  A I  A I  A I  I  I  IP |
| ***Commitment***  1. To the vision and values at Waterhead Academy  2. Working in a ‘can-do’ culture with a commitment to a continuous drive for improvement, even when faced with pressure and deadlines  3. The happiness, well-being, self-esteem and progress of all at the academy  4. Exceptional student progress and attainment  5. The success of all students across the Moor End Multi Academies Trust  6. Own personal and continuous development | I  A I  A I  I  A I  I |
| ***Qualifications***  1. Qualified Teacher Status  2. Good honours degree  3. Evidence of relevant leadership CPD activity | A A AI |
| ***Experience***  1. Significant impact on improving outcomes as a teacher and middle leader  2. Successful partnership work (leading to measurable impact) either at local or national level  3. In a Middle Leadership role embracing:   improvement planning   curriculum innovation   a firm grasp of data   strong school culture   managing change   establishing policies and procedures   successful team-building   a high profile with staff and students | A I A  A I  A I |

|  |  |
| --- | --- |
| 4. Direct involvement in:   staff training and development   raising standards of achievement   All aspects of managing staff performance | A I |
| ***Knowledge***  1. Understanding of the current educational agenda and how this relates to  Waterhead Academy and the Moor End Multi Academies Trust  2. Knowledge and understanding of what constitutes high quality educational provision, the characteristics of an effective Academy and strategies for raising students achievement  3. An understanding of how to seek and use data effectively to track and monitor progress and show impact of actions | A I  A I  A  I A |
| ***Skills and Abilities***  1. Serve staff and students by being values-driven and modelling the way  2. Create clarity, over-communicate clarity, reinforce clarity  3. Lead by example with great attention to detail and astute understanding of pace and rigour in all operations  4. Be highly visible and have a self-critical disposition  5. Excellent teaching track record backed up by evidence of results  6. Strategic thinking  7. The ability to be able to communicate effectively in a range of situations and be able to adapt style and approach were necessary to achieve the desired outcome  8. Command the respect and trust of the academy community  9. Inspire, motivate and support students and staff in changing situations  10. Establish successful relationships with stakeholders at all levels  11. Negotiate, and win, commitment from others  12. Provide leadership in the organisation and management of the academy in order to ensure the very best education for its students | A I  A I  A I  I  A I  A I  I  A I  A I  A I  A I  A I  A I |

Waterhead Academy

Job Description

**Assistant Principal (E/M/S)**

L7-11

The Job description should be read alongside the range of professional duties of Teachers as set out in the School Teachers’ Pay and Condition Document (STPCD). Also the National Professional Standards appropriate to the scale and remuneration of the post on the Leadership Scale.

The Waterhead Academy, Operational Leadership group as a body share corporate responsibility to lead and manage the Academy. They will promote the vision, values and ethos of the Academy, ensure high expectations in all areas, and promote achievement, success and support positive attitudes and fair, effective behaviour management and training. Each member will have specific responsibilities and accountabilities but will be supportive of the others in helping to achieve a holistic approach. Necessarily areas of responsibility will overlap. Specific tasks and areas of responsibility will be agreed with the post-holder and is dependent on their experience.

**Purpose of the post: To support the Principal in providing leadership so that all students Achieve Together.**

* To assist the Principal with the strategic direction and development of the Academy, delivering its pledge and objectives, and establishing the policies through which they shall be achieved.
* To be in charge of a range of responsibilities within the Academy and to develop, maintain and operate appropriate systems for quality assurance in all aspects of our operations.
* To demonstrate gravitas, credibility and lead courageously, with a strong visible presence within the academy
* Serve colleagues and students through effective leadership as part of the operational leadership group and undertake the professional duties of members of the ELT in their absence.
* Teach in accordance with the teacher standards.

**The post-holder will be part of the Operational Leadership Group, established to ensure:**

1. Student outcomes are rapidly and sustainably improved, particular the progress of identified groups to ensure none falls behind.
2. Academy improvement is delivered through a self-evaluating approach with a robust system of appraisal, quality assurance for planning, pedagogy, feedback, assessment and tracking.
3. The development of a healthy organisation: minimal politics, minimal confusion, high morale, high productivity and low turnover.
4. The efficient and effective deployment of staff and resources.
5. The effective implementation, review and development of policy.
6. The planning, implementation and evaluation of highly effective and inclusive programmes within the curriculum, particularly those programmes that raise awareness and understanding of how to keep children safe.
7. The development and sustain high quality teaching underpinned by deliberate and effective practice.
8. The effective management of behaviour and attendance.
9. The safeguarding, welfare and needs of all students are met.
10. The creation of excellent relationships with parents and prospective parents.

**Reporting to:** Vice Principal **Responsible for:** Team of staff as allocated

**Main Duties and Responsibilities**

**Key Responsibilities:**

1. Be a role model for the delivery of the Teacher Standards; maintain daily connections with colleagues and students around the academy through consistently high visibility and upholding the Academy TEAM laws.
2. Strategically lead the development and impact of teaching, learning and assessment in the assigned area, which enables students to excel.
3. Ensure that teachers demonstrate deep knowledge and understanding of programmes they teach; through effective use of questioning, time, resources, addressing student misconceptions systematically and making sure they are corrected with timely support.
4. Ensure teachers plan effectively for progress and manage pupils behaviour for learning effectively through a purposeful classroom culture, making maximum use of lesson time.
5. Ensure teachers provide adequate time for students to practice, develop and embed skills securely, while ensuring teachers identify and support students who are behind and enable them to catch up.
6. Ensure teachers provide incisive feedback that students use to improve.
7. Ensure Teachers set challenging preparation/review through home-learning that deepens understanding.
8. Strategically lead programmes to develop positive attitudes to learning and resilience.
9. Ensure strategies are effectively delivered to develop excellent learning habits, achievement and pride in learning.
10. To support a safe, calm and well – ordered environment for all students and colleagues. And advise the Principal and Vice Principal on all matters connected with the day to day, development and welfare of children and staff in the assigned area.
11. Build and maintain excellent relationships with and between students, parents and families to promote and report upon pupil outcomes.
12. Arrange the best possible learning opportunities for all pupils to the year group have access to and engage with high quality, needs driven tutorials and collective assembly programmes, to ensure spiritual, moral, social, cultural, fundamental British values, student health and their safety, is at the heart of all we do.
13. Support the development of effective learning support and transition.
14. Strategically lead upon the improvement of outcomes across programmes in each year group, to ensure all pupils make substantial and sustained progress, developing excellent knowledge understanding and skills.
15. Ensure the student experience is quality assured across programmes and contribute to wider self-evaluation of the school; through the use of accurate evidence to inform practice, including students and parent voice, identify areas for intervention and provide feedback to colleagues in order to promote progress and outcomes and ensure that equality of opportunity and diversity are exceptionally well promoted.
16. Ensure pupils are exceptionally well prepared for the next stage of their education or training through the programmes you are responsible for.
17. Manage appraisal for associated colleagues and ensure appraisal is conducted in accordance with Academy policy, including celebrating success and holding colleagues to account for meeting professional standards.
18. Participate actively and work collaboratively throughout the Trust and beyond, by attending relevant meetings, and, as appropriate, delivering Trust-wide training and initiatives to the benefit of colleagues and students.
19. Contribute to the academy’s intervention, mentoring extra-curricular and enrichment programme, lead student training on team laws and habits, facilitate the use of bespoke programmes and mentoring or providing mentoring for students who need additional support to develop impeccable conduct and student self-discipline.
20. Seek improvement in your own performance through feedback and professional development, finding and sharing best practice.
21. Provide improvement plans, progress and impact reports as requested.
22. Ensure the effective use of resources and Academy facilities, providing training and advice where required.

Footnote

* 1. The above details are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to her/him by the Principal or her representative.
  2. This job description may be reviewed at any time via consultation between the governing body and/or the SLT and the post-holder as may be necessary and appropriate to the needs of the Academy.

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Post-holder)

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Principal) Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_