

**JOB PROFILE**

**Post Title: Assistant Principal** (Inclusion and Wellbeing)

**Location:** Bridge Academy

**Accountable to:** Deputy Principal

**Grade:** Leadership Spine 6 - 10

**JOB PURPOSE**

To take the operational lead for the development of behaviour for learning by managing the inclusion staff and promoting the development of the Academy focus on behaviour management, maximising student outcomes.

**PRINCIPAL ACCOUNTABILITIES**

* Under the leadership of the Deputy Principal take the operational lead for the development of behaviour for learning in the centre.
* To lead a team of inclusion staff in the centre, including Behaviour Mentors and Teaching Assistants
* To performance manage a team of inclusion staff
* To provide appropriate staff CPD
* To take the lead operational role in the centre around exclusions, positive handling and the development and use of the behaviour monitoring system. Use data to produce half termly reports
* To undertake the role of Deputy Designated Child Protection Officer and support the Deputy Principal in ensuring that the centre operates in accordance with protocols and legislation regarding safeguarding, child protection, information sharing and confidentiality
* To deputise for the Deputy Principal as appropriate and where necessary
* To be part of the Senior Leadership Team within Stephenson Trust
* To undertake a timetabled teaching commitment of up to a maximum of 8 periods per week
* To set high standards of professional conduct and expertise and model good practice
* To undertake additional duties as required by the Senior Leadership Team for the efficient running of Bridge Academy

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**PERSON SPECIFICATION**

**JOB TITLE:** Assistant Principal (Inclusion and Wellbeing)

**LOCATION:** Bridge Academy

**Please show, in no more than 2 sides of A4, how you believe you meet all the essential criteria listed under A [Application Form] and, where you are able, those listed under D [desirable]. We will use your completed Application Form and the information contained in the enclosure to shortlist candidates.**

**CVs will not be considered.**

**E=Essential D=Desirable**

**Assessed**: **A= Application Form, I= Interview, T= Task**

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| **CRITERIA** | **Examples Specific to Role** | **Required** | | **Assessed** |
| **Essential** | **Desirable** |
| **Technical knowledge and qualifications** | * QTS * Relevant experience training or qualifications in behaviour management * Educated to degree level * Knowledge of issues affecting student outcomes (behaviour, academic, social) * Good understanding of legislative framework in relation to schools and Pupil Referral Units * Demonstrable experience in developing the social and emotional competencies of young people * Demonstrable understanding of child protection and safeguarding processes and procedures | X  X  X  X  X  X | X | A  A, T  A  I  I, T  A, T, I  A, I, T |
| **Planning and**  **organising work** | * Able to develop and deliver relevant personalised education plans * Able to develop, monitor and evaluate quality of behaviour for learning * Able to action plan for the medium and long term within agreed parameters * Able to use data to produce reports | X  X  X  X |  | A, I  A, I, T  A,T  I, T |
| **Planning capacity**  **and resources** | * Able to lead and motivate staff * Able to engage and work with a range of partners, understanding their needs | X  X |  | A, I  I, T, A |
| **Influencing and interpersonal skills** | * Ability to communicate effectively to a range of audiences (notably schools, and other professionals) * Ability to forge positive partnerships with young people and families (including those who have little regard for education) and helping them to support their child’s development * Successful experience of working with challenging and vulnerable young people and appropriately meeting their needs | X  X  X |  | I  A, I  A, I,T |

|  |  |  |  |  |
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| **Using initiative to**  **overcome problems** | * Awareness of OfSTED requirements relating to behaviour for learning * High level competence and experience of negotiation and conciliation | X  X |  | A, I,T  I,T |
| **Managing Risk** | * Ability to quality assure risk assessments for activities undertaken by young people * Ability to assess risk and plan appropriate responses | X | X | A, I  I |
| **Managing Change** | * Experience of managing and delivering change | X |  | A, I |
| **Accountability and Responsibility** | * Ability to undertake tasks without direct supervision to deliver agreed outcomes * Take responsibility for overall performance and development of identified staff | X  X |  | A, I  A, I |
| **Managing People** | * Successful management of a team in an educational setting * Has a clear leadership vision for service delivery and improvement * Able to deal effectively with poor performance | X  X | X | A, I  A, I  A, I |

**Other Information – you will need to be confident that you can meet and are willing to undertake the requirements set out below**

Ability to undertake appropriate positive handling and undertake Team Teach training

Able to travel to meet service delivery requirements

Available to undertake work outside of normal working hours

This job profile is a guide to the work that you will initially be required to undertake. It may be altered from time to time to meet changing circumstances. It does not form part of your contract of employment.

**Stephenson Trust is an Equal Opportunities employer.  We are also committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment.  This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the Trust on its behalf.  An enhanced Disclosure and Barring Service Certificate is required prior to commencement of this post**