**JOB DESCRIPTION**

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| **Post Title:** | Assistant Principal (Standards and Performance) |
| **Accountable To:** | Principal |
| **Location:** | The Morley Academy |
| **Scale** | Leadership Point 11-15 |

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| **The Assistant Principal will be driven by a commitment to creating the best possible educational opportunities for the young people of Leeds, in order to raise aspirations and transform lives.** | |
| Overall purpose  of the post of  Assistant  Principal: | Overseen by the Principal, the Assistant Principal will:   * Be committed to supporting the child through their learning journey from 11 -16 and beyond. * Develop in all students and staff, versatile skills and attitudes required for lifelong learning in a rapidly changing world. * Promote and instill Outstanding pastoral care, support, guidance, use of assessment, teaching and learning, ensuring students and staff make full use of the whole academy systems to achieve these Outstanding standards. * Implement rigorous Quality Assurance processes to support the Principal in ensuring that Outstanding standards pervade all aspects of the academy. * Work in partnership with colleagues across the Trust to positively raise standards for all students and cultivate Outstanding working practices within members of staff. * Contribute to the process of designing and developing an outstanding, innovative and creative curriculum comprised of high quality academic options, the highest standards in terms of teaching and learning, utilising the latest technologies where appropriate, in order to maximise student outcomes and best prepare them for the next stage in their educational journey. * Model exemplary standards, holding other colleagues to account where the required standards are not met. * Develop positive external relationships at a local and strategic level, in partnership with The GORSE Academies Trust and others, to promote the continued development of the academy, as a central resource for the community. * Support the recruitment of students consistent with the published admissions policy and capacity of the academy. * Operate within the protocols of Fair Access and local policy to support inclusion and reduce exclusions within the student community. * Be committed to an ethos of self-learning and development. |
| Strategic direction  and development: | * Support the Principal in the communication of the vision, effective management and operational efficiency to fulfil the ethos of the academy. * Lead on key specific areas of responsibility that ensure the realisation of an exceptional educational provision for all young people at the academy. * Work in conjunction with The GORSE Academies Trust, community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities. |
| Learning and  Teaching: | * Design and develop an innovative and motivating curriculum in conjunction with the academy’s staff and Trust peers, matched to students’ needs. * Drive up expectations and promote an aspirational culture. * Ensure focused, data driven improvement. * Involve students in decision-making processes by developing policies and practices that treat students as partners in the learning process. * Promote and model inspirational teaching and learning around all subjects. * Recognise the importance of self-evaluation in raising standards. * Manage pastoral care, student welfare, child protection and anti-bullying procedures effectively. * Ensure the effective transition and support of any SEND students, including the development, with qualified staff, of EHCPs where necessary. |
| Leading and  managing staff: | * Promote the academy vision and values and an ethos in which the highest achievements are expected from all members of the academy community. * Establish and develop effective team working practices. * Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust’s staff appraisal policies. * Ensure an aspirational and motivational culture is developed, sustained and celebrated. * Be able to prioritise, be efficient and meet deadlines. * Be an effective and clear line manager. * Seek to communicate effectively to ensure that a collaborative leadership approach is prominent within which, where appropriate, consistency and parity pervade. |
| Efficient and  effective use of  staff and  resources: | * Ensure that the allocation and use of accommodation provides a positive and safe learning environment that promotes the highest achievement for all. * Develop the academy’s commercial opportunities. * Play a key role in the design and realisation of the development of the site * Monitor the use of the academy’s funds. |
| Accountability: | * Work effectively with the Principal, the Executive Principal, The Chief Executive Officer, the Chair of the Local Governing Body and the Local Governing Body itself as well as other colleagues on the Senior Leadership Team to enable it to meet its responsibilities for securing effective teaching and learning and high standards of achievement, and for achieving efficiencies and value for money. * Work closely with the Board of The GORSE Academies Trust, its other academies, strategic partners and stakeholders. * Hold colleagues reporting to you to account, bringing to the attention of the Principal any areas of note. |

**PERSON SPECIFICATION**

**Qualifications and Experience**

* An honours graduate (or equivalent) with Qualified Teacher Status.
* Evidence of a commitment to further professional training.
* Evidence of whole school impact in a secondary school.
* Evidence of ongoing professional development.
* Evidence of successful team leadership.
* Evidence of good organisational and management competence.
* Evidence of having led change and developed behaviour for learning through innovation.
* Ability to contribute to the continued professional learning of colleagues.
* Understanding of up-to-date curriculum developments and qualification and performance measure changes.
* Experience of the use of data to raise standards.
* Experience of engaging effectively with parents and carers in learning.
* Evidence of significantly improving achievement levels for young people.
* Evidence of analysing, using and interpreting assessment data.
* Evidence of having implemented and led whole school strategies.
* Knowledge and understanding regarding Safeguarding, Child Protection and Prevent.

**Personal Qualities**

The successful candidate will have:

* A positive and optimistic approach to working with young people.
* The ability to motivate, inspire confidence in students, consult and encourage.
* Excellent inter-personal and communication skills.
* The ability to set high expectations and challenge under-achievement whilst retaining a positive and encouraging working relationship.
* A good focus on standards in order to raise achievements.
* A calm and clear approach when problem solving.
* Ability to form and maintain appropriate relationships and personal boundaries with children in accordance with safeguarding practice.
* Emotional intelligence.
* Evidence of an understanding of the role of a highly effective school within its community.
* Excellent communication skills – staff, governors, students, parents and the community.
* Ability to be a good ambassador for the school in external meetings.
* A good sense of humour.
* Excellent punctuality and attendance.
* The potential for further promotion.
* A commitment to safeguarding children.

**Strategic Direction – Leadership and Management**

* To have the ability to identify future problems and suggest solutions.
* To be able to support the Principal, Executive Principal and Chief Executive Officer in developing a broad range of strategies for improvement.
* Experience of working with the wider learning community.
* To be able to prioritise, be efficient and meet deadlines.
* To be a clear and effective line manager.
* To have an understanding of the Appraisal system and its role in improving standards.
* To be an effective team leader and team member, able to model positive behaviour.

**Teaching**

* To be an Outstanding classroom practitioner and enjoy teaching.
* To have had experience of innovative curricular development.
* To understand and use target setting to improve standards.
* To show evidence of the ability to positively influence and develop the teaching of others.
* To understand the importance of self evaluation in raising standards.

*The Morley Academy is committed to safeguarding and promoting the wellbeing of all children and we expect our staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure Barring Service Check. We promote diversity and aim to establish a workforce which reflects the population of Leeds.*