

Assistant Principal – School Improvement

Based at The Forest Academy – IG6 3TN

Salary: BMAT Assistant Principal Scale – L14-20
Required: January 2025

Thank you for your interest in becoming an Assistant Principal at The Forest Academy. The role will be focused on school improvement, with exact responsibilities agreed with the successful candidate depending on expertise, experience and emerging school needs.

We are seeking to appoint a dynamic and inspirational leader with sky-high expectations for our students and a track-record of leading teams and driving improvement in school. Leading with honesty, integrity and high aspirations, they will share our unwavering conviction that all students deserve an exceptional curriculum and the very best teaching. They will, like us, believe in our students and what they can achieve.

To visit the school, or book a call with the Principal, please email admin@theforestacademy.co.uk.

Interviews will take place w/b 7th October 2024.

Benefits Include:

- Benenden Private Healthcare- as a taxable benefit – responsive medical care which may be extended to include family and friends
- Generous leave for full-time support staff
- Two weeks' full pay paternity leave
- Retained STPCD 2012 including automatic main scale progression for teaching staff
- 16% PPA minimum for teaching staff
- Directed time well below 1265 hours
- Access to Teachers or Local Government Pension scheme
- Busy Beacons- Access to an on-site, non-profit, term time only nursery for school staff
- Staff forum
- A focus on staff well-being and welfare – Carnegie Gold Mental Health Award status
- 24/7 Employee Assistance Programme – 365 days a year helpline and additional support with legal, financial advice and counselling
- Investment in training and professional development including NPQs
- A range of career opportunities across the Trust
- Free access to a fully fitted on-site fitness suite on both campuses
- EV installation programme 2023
- Cycle to work shower facilities
- Team building and sports events to build cohesion and BMAT community
- Winter well-being holiday
- Free on-site parking and free hot drinks



When awarding the school 'good' overall and across all four categories in 2023, OFSTED said:

- “Leaders and governors have high expectations for all pupils, including pupils with special educational needs and/or disabilities (SEND).”
- “Pupils feel safe and are happy...Pupils are polite and considerate of others.”
- “Staff have a positive working relationship with pupils, which reflects the school’s culture of respect.”
- “Leaders have designed an ambitious and well-ordered curriculum for all pupils...Teachers have strong subject knowledge and are specialists in their subjects.”
- “Pupils learn in a calm environment and their attendance is high. Pupils behave well in lessons and around the school.”

Staff at TFA enjoy their work because they know that they make a difference for our students each and every day. We are an approachable leadership team who are laser-focused on ensuring that teaching and learning is always improving, and who are committed to the professional development of our staff. Relationships are a real strength at TFA, and staff enjoy the ‘thank you’s and ‘good mornings’ that they get from our friendly and respectful students. Staff also enjoy the career progression and development opportunities available at TFA and more widely across the Trust, as we are careful to identify the leaders of tomorrow and to nurture talent. The Staff Forum helps to ensure that communication is strong between staff and the leadership team, and we are committed to ensuring that workload is manageable in all roles.

The Trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment.

Enhanced DBS (with list checks) is required for this post.

The below documents must be read prior to applying for this role and will be factored into interviews:

[Keeping Children Safe in Education](#)

[BMAT – Safeguarding and Child Protection Policy](#)

Please forward your electronic applications to recruitment@beaconacademytrust.co.uk

Please note we reserve the right to close or extend this position depending on application numbers, therefore we would urge candidates to submit an application as soon as possible.

Role Description

The Assistant Principal will support the Co-Headteachers and the Executive Principal in leading school improvement and the quality of teaching and students’ achievements in all classrooms within the school and beyond. You will support aspirational expectations of exceptional standards for the school and you will contribute to the wider Multi Academy Trust. You will provide professional leadership and management of staff in order to promote high quality teaching, learning and assessment throughout the School. You will support the Co-Headteachers and the Executive Principal by embedding strategies that will constantly improve standards of learning, progress, and outcomes for all students.

The Assistant Principal will articulate clear values and a compelling vision for students, staff, parents and carers and the wider community at The Forest Academy to ensure entitlement, equal opportunities, and excellence for all.

The Assistant Principal will:

- Assist the Co-Headteachers and Executive Principal in leading and managing the school
- Under the direction of the Co-Headteachers and the Executive Principal, be accountable for key areas of the School Improvement Plan; and



- Share responsibility for implementing school policies, decision-making and strategic planning

Specific priorities will be defined by the Co-Headteachers and the Executive Principal with the post holder in line with the School's strategic objectives. Leadership and management responsibilities will be subject to review and will draw upon the experience, skills, and expertise of each of the team members.

Leadership

- Champion the vision, ethos and activities of the School and the Trust
- Hold and articulate clear values and moral purpose, focused on providing a world-class education for students
- Demand ambitious standards for all students within the School, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes
- Support the development of the School's systems and processes ensuring they are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity, and probity
- Drive the School's outward-facing collaboration with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students
- Work in partnership with and all stakeholders
- Continue to meet all areas of the Teachers' Standards at a good or outstanding level

Qualities and knowledge

- Demonstrate optimistic personal behaviour, positive relationships, and attitudes towards all
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on personal scholarship, expertise, and skills, and that of others
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally, and globally, and pursue continuous professional development
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context
- Communicate the school's vision empowering all students and staff to excel

Students and staff

- Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being
- Support an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis
- Support an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
- Hold staff to account for their professional conduct and practice

Systems and process

- Provide a safe, calm, and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society
- Establish rigorous, fair, and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve, and valuing excellent practice
- Contribute to strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability



- Distribute leadership throughout the school, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making

The self-improving school system

- Develop effective relationships with fellow professionals and colleagues within and beyond Beacon schools to improve academic and social outcomes for all students
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools
- Help to shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
- Model entrepreneurial and innovative approaches to school improvement, leadership, and governance, confident of the vital contribution of internal and external accountability
- Inspire and influence others- to believe in the fundamental importance of education in young people's lives and to promote the value of education
- Remain abreast of educational and other developments impacting both locally and nationally, and ensure staff are well briefed

Safeguarding Children & Safer Recruitment

Maintain a collective responsibility, and an individual commitment to safeguarding and promoting the welfare of students.

Duties and responsibilities of the post will change over time as requirements and circumstances change. The post holder will be required to carry out such other duties consistent with the post and as directed by the Co-Headteachers/Executive Principal.



Assistant Principal – School Improvement

Person Specification	Essential (E) Desirable (D)	App Fm	Intvw	Ref
	Teaching Qualifications and Experience			
Qualified Teacher Status	D	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Degree	E	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates successful practice as a teacher in a secondary school, qualified or as a trainee	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Experience and Practice				
Commitment to improving practice through appropriate professional development	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reflective practitioner	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate an understanding and proactive approach to safeguarding equal opportunities, health and safety and other policies and practices	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Act upon advice and feedback and demonstrate ability to coach and mentor	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability and Skills				
Demonstrate ability to work well in collaboration with others	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Communicate effectively with children, colleagues, stakeholders etc	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective time management and organisation skills	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Personal Attributes				
Personal impact and presence	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Adaptability to changing circumstances and new ideas	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Vigour and perseverance	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Enthusiasm, resilience, reliability and integrity	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>BMAT is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment.</p> <p>Enhanced DBS Disclosure is required for this post.</p>				

