

## **Interim Assistant Principal – School Improvement**

Based at The Forest Academy -IG6 3TN

This is a temporary part-time position – c. 0.6 to be agreed with successful candidate.

Salary: BMAT Assistant Principal Scale

Required: September 2023 until December 2023 (initial term)

**The Forest Academy are currently seeking to appoint a dynamic and inspirational Interim Assistant Principal Interim Assistant Principal – School Improvement who is ambitious and has a real passion for school improvement. This role would be suitable for experienced school leaders, and exact roles and responsibilities will be agreed with the appointed candidate. We will be shortlisting applications as they come in, and will organise calls and visits with candidates during August.**

### **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  
Access to Teachers or Local Government Pension scheme  
Busy Beacons - Access to an on-site, non-profit, term time only nursery for school staff (opening 2023-24)  
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  
Free hot drinks  
Access to 'Beacon Bargains' our online swap shop for staff to give away, sell and swap items between them



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](#)

Further information and an application form can be found at <https://nelta.co.uk/vacancies/>

Please forward your electronic applications to [recruitment@beaconacademytrust.co.uk](mailto:recruitment@beaconacademytrust.co.uk)

We are pleased to announce that Beacon Multi Academy Trust will be working alongside [Benenden Healthcare](#) in offering a Healthcare Plan to its employees. There is no obligation to opt in to the healthcare plan, it is just part of our ongoing priority to support staff wellbeing across the Trust.

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.



## Interim Assistant Principal – School Improvement

### Role Description

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### Role Description

The Interim Assistant Principal will support the Principal in having a decisive impact on school improvement, 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 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 Principal in leading and managing the school
- Under the direction of the 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 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.**

- 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.

### **Other Duties and Responsibilities**

#### **Qualities and knowledge**

1. Demonstrate optimistic personal behaviour, positive relationships, and attitudes towards all
2. Lead by example - with integrity, creativity, resilience, and clarity - drawing on personal scholarship, expertise, and skills, and that of others.
3. Sustain wide, current knowledge and understanding of education and school systems locally, nationally, and globally, and pursue continuous professional development.
4. 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.
5. Communicate the school's vision empowering all students and staff to excel

#### **Students and staff**

6. 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.
7. 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.
8. Support an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
9. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
10. Hold staff to account for their professional conduct and practice.

#### **Systems and process**

11. 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.
12. 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
13. 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.
14. 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**

15. Develop effective relationships with fellow professionals and colleagues within and beyond Beacon schools to improve academic and social outcomes for all students.



16. 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.
17. Help to shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
18. Model entrepreneurial and innovative approaches to school improvement, leadership, and governance, confident of the vital contribution of internal and external accountability.
19. Inspire and influence others - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
20. 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 Principal.**



## Interim Assistant Principal – School Improvement

Person Specification	Essential (E) Desirable (D)	App Fm	Intvw	Ref
<b>Teaching Qualifications and Experience</b>				
Qualified Teacher Status	E	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Degree	E	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of Professional Development and Leadership training	E	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Professional Experience and Practice</b>				
Experience at senior leadership level	E	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experience of leading and managing a team	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Successfully led, planned, managed, and evaluated change which has had a significant impact at department/year team or whole school level	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate the ability to work strategically and successfully at a leadership level	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Successfully collaborate with colleagues, partners, and providers	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Building and sustaining effective relationships with all key stakeholders; partner schools, governors, parents, and the broader community	D	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Outstanding, sustained, and successful experience as a teacher in a secondary context	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Substantial experience of teaching at Key Stage 3 and 4	D	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substantial experience of teaching at Key Stage 5	D	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ability and Skills</b>				
Experience of developing and sustaining a learning culture that has high expectations and standards of achievement whilst demonstrating a commitment real inclusive practice	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of ensuring student progress and achievement	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement.	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate effective interpersonal relationships and strategies for promoting individual and team development	E	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Knows how to establish and sustain effective organisational structures, systems, policy, and practice.	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Knowledge of and commitment to the implementation of the safeguarding agenda	E	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Understand and use the principles and practice of quality assurance systems, school review, self-evaluation, performance management	E	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



Experience of holding individuals and teams and to account for learning outcomes.	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Personal Attributes</b>				
Inspire, challenge, motivate and empower teams and individuals to achieve high goals.	E	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.	E	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate personal and professional integrity, including modelling values and vision.	E	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Prioritise, plan, and organise themselves and others.	E	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Think analytically and creatively and demonstrate initiative in solving problems.	E	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Aware of own strengths and development needs and, listen to and reflect constructively and consider/implement, feedback from others.	E	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate resilience and optimism.	E	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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