

### Job description

Job title:	Assistant Principal
Responsible to:	Principal / Vice Principal
Responsible for:	Heads of Department
Location:	Bexleyheath School

#### Overview of the role:

The Assistant Principal is a key member of the Senior Leadership Team, critical to establishing strong leadership across the school. They will lead on one or more of the school's strategic priorities to drive academic excellence, foster a positive learning environment, and ensure student and staff wellbeing. The Assistant Principal will uphold and promote the highest standards of teaching & learning and behaviour management, embedding the values of the school across students and staff. They will line manage multiple teaching and support staff, responsible for setting clear direction, providing targeted support, and enabling them to achieve their potential.

This role contributes to the Lift Schools' mission that **every** child receives an **excellent** education, in **every** classroom, **every** day.

#### Responsibilities:

##### Leadership and Management

- Support the implementation of the school improvement plan.
- Support daily operations and ensure adherence to school policies and procedures to maintain high standards of conduct and professionalism.
- Manage performance and professional growth of middle leaders and other staff (as appropriate) through appraisals, coaching and training programmes, developing staff and holding them to account in line with Lift Schools policies.
- Lead on specific whole-school strategies and policy areas, such as curriculum development, student welfare, behaviour management, or staff development, driving excellence across all aspects of school life.

##### Teaching, Curriculum and Assessment

- Lead by example, demonstrating high-quality teaching practices and instructional leadership.
- Support the development and implementation of evidence-based teaching and learning strategies to drive student engagement and achievement.
- Uphold excellent standards of teaching by supporting colleagues to design a carefully sequenced, broad and coherent curriculum, ensuring there is alignment with national standards and network expectations, and that the needs of all students are met with high expectations, including those with SEND.
- Support the implementation of rigorous monitoring and evaluation mechanisms to assess teaching and learning quality across the school, ensuring continuous improvement.
- Support the implementation of robust assessment practices across the school, ensuring that assessments are aligned with curriculum objectives and provide meaningful feedback to students.
- Analyse data including student progress data and staff performance data to identify strengths and areas for development, informing targeted interventions and instructional improvement efforts.

##### Culture and Behaviour

- Foster an aspirational, safe and inclusive learning environment for students, through strong behaviour management and pastoral care systems.
- Implement fair and consistent disciplinary and behaviour procedures, emphasising accountability and personal growth to uphold a culture of respect and responsibility throughout the school community.
- Drive excellence in student attendance and behaviour standards, supporting the implementation of targeted strategies to improve attendance rates and promote positive behaviour, ensuring the school is inline with national benchmarks.
- Collaborate with parents, carers and external organisations and agencies where appropriate, to support student achievement and well-being, fostering a cohesive and supportive school-home relationship.

**Community Engagement**

- Support the delivery of school events and activities, including parents' evenings, celebratory events and school performances, to promote community engagement and support student achievement.
- Facilitate effective communication with parents, carers and the community to foster a sense of shared purpose and collaboration.
- Develop and maintain partnerships with external stakeholders, including local authorities, partner schools, and educational organisations, to develop opportunities and resources that enhance the educational experiences of students.

**Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Teachers' Pay and Conditions. The postholder is expected to work to the best of their ability, to be diligent, honest and ethical in the performance of duties and to conduct personal and professional life to the highest standard such that public confidence in their integrity is sustained.
2. This job description does not form part of the contract of employment and is not a comprehensive definition of the post. The duties of this post may vary from time to time according to the needs of the school/Trust following consultation with the job holder. It will be reviewed periodically.
3. The postholder is expected to participate and engage with workplace learning and development opportunities to continually improve their own performance.
4. The postholder may deal with sensitive material and should maintain confidentiality in all school related matters as set out in their statement of terms and condition of employment.
5. Information about how and why we collect your data can be found in the "Lift Schools Privacy Notice for Staff" which you are required to comply with.
6. You are expected to take reasonable care of your own health and safety and to be mindful of the safety of others, to cooperate with instructions, to minimise and mitigate potential hazards and risks to others and to appropriately report hazards, illnesses or injuries in accordance with our Health & Safety Policy.

**Safeguarding:**

At Lift Schools we are committed to ensuring the highest levels of safeguarding and promoting the welfare of our students, and we expect all our staff and volunteers to share this commitment. We adopt a robust, fair and consistent recruitment process which is inline with Keeping Children Safe in Education guidance. This includes online checks for shortlisted candidates. All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check, and you are required to complete them and advise us immediately should you subsequently be convicted of an offence.

**Equality, Equity, Diversity and Inclusion:**

At Lift Schools, we want all of our employees to feel included bringing their passion, creativity and individuality to work. We value all cultures, backgrounds and experiences, and we truly believe that diversity drives innovation.

### Person specification

Qualifications and experience	
<b>Essential</b> <ul style="list-style-type: none"> <li>• Qualified to degree level or above.</li> <li>• PGCE.</li> <li>• Qualified teacher status.</li> </ul>	<b>Desirable</b> <ul style="list-style-type: none"> <li>• Evidence of recent professional development related to teaching and learning and/or educational leadership e.g. NPQSL.</li> </ul>
Knowledge and Skills	
<b>Essential</b> <ul style="list-style-type: none"> <li>• A strong classroom practitioner - with a proven track record of achieving excellent progress and outcomes for all children, regardless of their prior attainment, needs or background.</li> <li>• Successful experience as a middle leader in education, with a track record of initiating and delivering specific school improvement initiatives.</li> <li>• Experience of building and maintaining positive relationships and influence with a range of stakeholders.</li> </ul>	<b>Desirable</b> <ul style="list-style-type: none"> <li>• Teaching or leading in a high performing school with first-hand experience of what 'excellence' looks like.</li> <li>• Teaching or leading successfully and with impact in a school of high deprivation or challenging circumstances.</li> <li>• Experience of building and maintaining positive relationships and influence with a range of stakeholders.</li> </ul>
Leadership skills	
<b>Essential</b> <ul style="list-style-type: none"> <li>• Excellent communication and interpersonal skills, with concise, clear writing and articulate public speaking.</li> <li>• Able to develop others, by having high expectations and clear goals, targeting support wisely and holding to account in a supportive but rigorous way.</li> <li>• Able to collaborate, identifying needs and strengths in others, and understanding how and when to adopt a team approach to problems or initiatives.</li> <li>• Able to solve problems, with strength in both conceptual and analytical thinking.</li> </ul>	<b>Desirable</b> <ul style="list-style-type: none"> <li>• Experience in developing and leading a network group, for example within or between schools.</li> </ul>
Personal attributes and behaviours	
<b>Essential</b> <ul style="list-style-type: none"> <li>• Driven by moral purpose; aligned to our vision, mission and values.</li> </ul>	<b>Desirable</b> <ul style="list-style-type: none"> <li>• Can reflect thoughtfully and critically on the Project H mindsets, and identify their own</li> </ul>

- Adhere to the Nolan Principles and be able to establish professional, effective working relationships with a range of staff and students.
- Intellectually curious, forward-thinking, open-minded and a seeker of knowledge.
- Self-aware with the ability to reflect on personal motivations, behaviours, strengths and areas for development.
- Resilient and driven to act thoughtfully (and also swiftly where needed) when under pressure, encountering setbacks, or receiving critique.

strengths and areas for development in these areas. The Project H mindsets are:

- Share ideas early, often and honestly
- Embrace constructive disagreement
- Value ideas, not ego
- Be curious and open to new ideas
- Focus on facts and reason

### Special requirements

- Successful candidate will be subject to an enhanced Disclosure and Barring Service Check.
- Right to work in the UK.
- Evidence of a commitment to promoting the welfare and safeguarding of children and young people.
- Show a commitment and proactive approach to drive forward equality, equity, diversity and inclusion and to own personal development along with a positive attitude towards legislative developments and the provision of equitable services.
- Trained as a Designated Safeguarding Lead, or willingness to undertake training.