

# JOB DESCRIPTION AND PERSON SPECIFICATION

<b>Job Title</b>	Assistant Principal	<b>Location</b>	Ellis Guilford School
<b>Salary</b>	L13-17	<b>Hours</b>	Full time, leadership
<b>Department</b>	Senior Leadership Team	<b>Reports To</b>	Vice Principal/Principal

## JOB PURPOSE:

To lead and manage EGScellent attendance and behaviour, in order to continue to improve educational outcomes for all children.

At the Ellis Guilford School, we work together to create an ethos characterised by high expectations and a community in which children and staff feel valued.

## KEY RESPONSIBILITIES AND DUTIES:

### Behaviour and Culture

- Make a significant contribution to the development, communication and implementation of the school's vision, leading and managing change across the school.
- Promote the school's ethos, policies and practices, taking part in school self-evaluation to monitor impact and ensuring that resources are well utilised to meet improvement priorities.
- Support the development, implementation and monitoring of the Academy Improvement Plan in collaboration with the Principal and the SLT to make a sustained positive impact on educational outcomes.
- Support the development of and implementation of policies and practices that ensure children meet the school's expectations of conduct in order to ensure that they maximise their educational potential.
- Establish a high-quality continuum of provision to meet the needs of all children, particularly those who are disadvantaged and those with SEND.
- Work alongside the principal and the school's leadership at all levels to monitor, evaluate and review impact effectively, using this to plan and agree action moving forward.
- Model that you value learning at all times and provide a strong leadership presence to year groups and to staff.
- Be accountable to the principal for ensuring the educational success of the Academy within the framework of the Academy Improvement Plan and the Trust-wide school improvement strategy.
- Support the schools' transition programme, ensuring that our school is the first choice school within our local area.
- Develop the school's behaviour curriculum alongside the Vice Principal, to ensure it provides support and structure for children to demonstrate EGScellence at all times.
- Effectively support the implementation and monitoring of the school's behaviour for learning policy and the behaviour management procedures to secure outstanding conduct across the academy.
- Model high expectations and a commitment to excellence and ensure that this is achieved with and through the staff.
- Create a culture of continuous improvement that both engages the staff and meets their professional development needs.
- Support the strategic direction and formulate the ethos, policies and practices that establish effective provision in internal exclusion that significantly reduce the numbers of

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fixed-term exclusions, repeat fixed-term exclusions of disadvantaged children, children with SEND and contribute to a restorative and engaging culture.

- Work closely with the Senior Team leading on 'Curriculum' in order to address issues related to behaviour and attendance positively with tutor groups through the 'tutorial programme'.
- Ensure that restorative approaches are used effectively in the management of conflict resolution between children and between children and staff.
- Undertake frequent and regular visits to classrooms to support children to meet the school's expectations and to support teachers to create the appropriate climate for learning.
- Work with relevant staff, including the achievement leaders of KS3, KS4 and KS5 to ensure that after school provision consolidates learning and progress which may have been affected by non-attendance at school.
- Work closely with the pastoral team to ensure that they set high standards at all times.
- Take responsibility for ensuring that the continuum of additional specific provision is implemented effectively and meets the needs of all children effectively.
- Support the practices that establish the on-call system as a procedure that de-escalates negative behaviour effectively and which reduces any negative impact on learning by persistent disruptive behaviour.
- Analyse patterns and trends in data, utilising strengths to plan to do more of the effective strategies noted whilst also planning and agreeing actions with relevant staff to address issues.
- Support the Culture Team to ensure that all children educated on the right pathway for them.
- Work with relevant staff to provide training, developmental support and challenge as appropriate.
- Provide strategic and operational leadership for Special Educational Needs across the school, championing inclusive practice, ensuring that children with SEND receive high-quality provision and experience a strong sense of belonging to reach their full potential.
- Lead on closing gaps and improving outcomes for children with SEND, alongside other inclusion staff.

## Rewards

- Lead motivational programmes and the rewards culture to incentivise children in order to substantially improve engagement in learning and to drive progress.

## Attendance:

- Lead the development, implementation and review of the school's attendance strategy, ensuring alignment with school improvement priorities.
- Champion a positive, inclusive attendance culture where our children feel safe, valued and motivated to attend.
- Ensure attendance strategies are equitable and child-centred.
- Set ambitious targets for attendance and persistent absence and monitor progress against these.
- Use data intelligently to identify trends, target interventions and evaluate impact.
- Ensure the school meets statutory requirements and guidance relating to attendance.
- Line manage attendance staff.
- Oversee daily attendance processes.
- Oversee casework for children with barriers to attendance.

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## SUPPORTING THE WORK OF CREATIVE EDUCATION TRUST

- Develop strong, positive relationships with Creative Education Trust colleagues, participating in trust-wide work and projects as appropriate.
- Participate with internal and external partners and specialists to share best practice, contribute to the development of Trust strategies and policies and promote the school and Creative Education Trust in a national context.
- Undertake any other reasonable duties deemed appropriate to the role.

## OTHER RESPONSIBILITIES

- To undertake as required other duties and responsibilities relevant to the job or the seniority of the post as directed by the Principal.

This job description is not necessarily a comprehensive definition of the post, and the post holder will be required to undertake other duties appropriate to the grade and character of the work as directed. The job description will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the post holder. The duties may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal.

JOB REQUIREMENTS:		
	Essential	Desirable
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree in relevant subject</li> <li>• Recent and relevant CPD</li> </ul>	<ul style="list-style-type: none"> <li>• NPQs</li> <li>• Masters level qualification in relevant subject</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Experienced at 'walking the walk' with a track record of being able to provide a strong, visible leadership presence that promotes the respect of children and staff.</li> <li>• Proven track record of significant successful senior leadership.</li> <li>• Proven track record of substantially raising standards of behaviour and attendance</li> <li>• Excellent track record as an effective practitioner, able to create specific strategies that meet the needs of children, particularly those with SEND and those who are disadvantaged.</li> <li>• Successful experience in leading effective change.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading on transition arrangements within a secondary school setting. Experience of developing and executing a robust personal development and behaviour curriculum</li> </ul>

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	<ul style="list-style-type: none"> <li>• Extensive experience of developing staff, of team building and developing student involvement in school.</li> </ul>	
<b>KNOWLEDGE AND UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>• Skills and experience of school improvement processes and how these drive outcomes.</li> <li>• Outstanding knowledge of behaviour frameworks and processes.</li> </ul>	
<b>SKILLS AND PERSONAL ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>• Successful leadership of school improvement strategies with a proven track record of significantly improving children outcomes.</li> <li>• Must be able to work constructively under pressure.</li> <li>• Ability to persuade and influence others towards the schools' vision.</li> <li>• Resilience and a “can do”, “will do” work ethic.</li> <li>• Strong analytical skills and the ability to make complex information clear to all staff.</li> <li>• Skills in developing and implementing behaviour management and praise strategies to substantially impact both the attitudes to learning and the outcomes for vulnerable children.</li> <li>• The ability to develop a philosophy of high aspirations and expectations for every child.</li> </ul>	
<b>CREATIVE EDUCATION TRUST VALUES</b>	<p>All colleagues are expected to demonstrate the Creative Education Trust values in their work by:</p> <ul style="list-style-type: none"> <li>• <b>Empowering Ambition:</b> Supporting personal growth, innovation and high performance.</li> <li>• <b>Championing Equity:</b> Promoting fairness, inclusion and high expectations for every student.</li> <li>• <b>Unlocking Opportunity:</b> Helping create access to knowledge, experiences and networks that broaden horizons.</li> </ul> <p>These values should be evident in how the post-holder works, collaborates and contributes to the wider Trust community.</p>	

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<b>EQUAL OPPORTUNITIES</b>	A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity
<b>SAFEGUARDING</b>	A thorough understanding of up-to-date safeguarding requirements and best practice
<b>OTHER REQUIREMENTS</b>	High expectations for every pupil and a proven track record of making a difference to the learning and experiences of pupils inside and outside the classroom.

**Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.**