



Reading Girl's School Assistant Principal – Post-16

Responsible to: Principal

Salary: L8 to L15

Main purpose of the job

- To provide strategic leadership for the school's 16 to 19 study programme so that it grows, is ambitious, inclusive, compliant and well matched to students' academic needs, aspirations and next steps.
- The postholder will secure strong achievement, attendance, personal development, safeguarding, retention and destination outcomes for all students, with particular attention to disadvantaged students, students with SEND, students known to children's social care and those facing other barriers to learning and/or well-being.
- The postholder will also contribute to whole-school leadership and school improvement as directed by the Principal.

Key Responsibilities

Academic progress, curriculum and provision

- Lead the strategic design, implementation and evaluation of the school's 16 to 19 study programme so that it meets statutory requirements and provides coherent, ambitious and appropriate academic and wider learning pathways for students.
- Ensure that the school is aware of, and responsive to, national developments affecting post-16 provision and that these are translated into effective practice within the sixth form.
- Use robust assessment, attendance, retention and destination information to identify strengths and priorities, evaluate impact and secure strong student outcomes.
- Lead, monitor and review strategies, programmes and procedures designed to improve academic performance, progress and completion across the sixth form.
- Support the effective planning and delivery of results days and post-results guidance, ensuring that students and families receive timely and accurate advice.
- Oversee high-quality progression guidance, including university applications, apprenticeships, employment routes and other next steps, so that all students are well informed and supported.
- Work with heads of department and other leaders to guide students' course choices and programme pathways so that they are suitable, ambitious and responsive to individual need.
- Work closely with middle leaders, senior leaders and trustees as required to evaluate post-16 provision and report on standards, priorities and impact.
- Quality assure the effectiveness of curriculum implementation, teaching, assessment and intervention across post-16 provision, ensuring that leaders identify areas for improvement and take effective action.
- Develop effective partnerships with employers, higher education institutions, further education providers and training organisations so that students understand academic, technical and work-related options available to them.

- Ensure that the post-16 curriculum, including relevant work experience and work-related learning, is coherently planned and sequenced so that students build knowledge and skills cumulatively and understand their relevance to future study and employment.
- Ensure appropriate English and/or mathematics provision and support for students who need to continue these subjects as part of their programme.

Pastoral leadership, attendance, behaviour and safeguarding

- Provide strategic leadership for the pastoral care, safeguarding, conduct and well-being of all sixth form students, working closely with tutors, pastoral leaders and external agencies where appropriate.
- Lead on complex pastoral, behaviour and disciplinary matters affecting sixth form students, ensuring that responses are timely, proportionate, restorative and consistent with school policy.
- Lead a strategic and data-informed approach to attendance, punctuality, conduct and attitudes to learning, including the identification of patterns, early intervention and the removal of barriers to engagement.
- Ensure that sixth form learning and social spaces are well managed, safe, purposeful and reflective of the school's expectations and values.
- Ensure that pastoral information relating to students is accurately maintained, communicated sensitively and used effectively to secure appropriate support and intervention.
- Promote a positive, inclusive and respectful sixth form culture in which students feel safe, valued and able to thrive.
- Develop student leadership, service, citizenship and representation opportunities so that students contribute positively to the life of the school and wider community.
- Ensure that student voice informs the evaluation and improvement of post-16 provision.
- Oversee the organisation of tutor groups and pastoral structures so that systems support effective communication, belonging and pastoral oversight.
- Lead and develop the sixth form pastoral team, ensuring that good practice is shared and that staff are supported to meet the evolving needs of students.
- As a Deputy Designated Safeguarding Lead for post-16 students, work closely with the Designated Safeguarding Lead to promote a strong safeguarding culture within the sixth form, including effective responses to attendance-related safeguarding concerns, peer-on-peer abuse, sexual harassment, online safety concerns and wider vulnerabilities affecting older students.
- Monitor the participation, progress, attendance, retention and destinations of disadvantaged students, students with SEND, students known to children's social care and those facing other barriers, ensuring that timely support, reasonable adjustments and appropriate interventions are in place.
- Ensure that students understand how to access pastoral and safeguarding support and that leaders listen to, and act on, students' views about the support they need.

Personal development, RSHE, wider opportunities and careers

- Lead a coherent and well-sequenced personal development programme for sixth form students, including PSHE, RSHE, citizenship, leadership, volunteering, enrichment and preparation for adult life.
- Develop effective communication for parents and carers so that they are well informed about sixth form expectations, key messages, support and opportunities.
- Lead assemblies, tutorials and wider opportunities that reinforce the taught programme and contribute to students' confidence, reflection, leadership and readiness for next steps.



- Champion a rich programme of enrichment, volunteering, leadership and wider participation so that students benefit from experiences beyond their qualifications.
- Ensure that the work-related learning and careers programme meets the requirements of the 16 to 19 study programme and includes purposeful employer encounters, high-quality work experience where appropriate and informed guidance about higher education, apprenticeships, employment and training routes.
- Regularly evaluate the quality and impact of personal development and wider opportunities, refining the offer in response to participation patterns, student voice and destination outcomes.

Admissions, transition and leavers

- Support a rigorous, inclusive and well-organised process for entry to Year 12 and other post-16 admission points, ensuring that students are placed on suitable programmes.
- Lead transition and induction arrangements so that students settle quickly, understand expectations and are well prepared for success in post-16 study.
- Oversee transition, retention and exit processes so that students are well supported at key points in their sixth form journey and the school evaluates any patterns in withdrawal or transfer.

General Responsibilities

As a member of SLT, the post holder is also expected to undertake the following general responsibilities:

- Assist the Principal in formulating, implementing and reviewing the vision, aims, objectives, policies and procedures of the school so that they are clearly articulated, understood and acted upon effectively.
- Contribute actively to an ambitious culture of continuous improvement, high expectations and inclusive excellence across the school and trust.
- Work collaboratively with the Principal, governors/trustees and senior leaders to secure strong leadership, organisation and management across the school.
- Contribute to self-evaluation, improvement planning and evidence-informed decision-making as a member of the senior leadership team.
- Model high professional standards, visible leadership and a relentless commitment to strong outcomes, inclusion, safeguarding and student experience.
- Promote constructive relationships with students, families, staff, governors, external partners and the wider community.
- Undertake whole-school leadership responsibilities as directed by the Principal.
- Contribute to the daily leadership and effective running of the school, including assemblies, line management and other leadership functions as required.
- Maintain exemplary professional standards of attendance, punctuality, appearance and conduct, and positive, courteous relationships with all members of the school community.
- Promote and contribute to the wider life of the school and trust community.

Other

Duties may be subject to change in order to meet the operations of the Trust.



Confidentiality

During the course of employment, you may see, hear or have access to, information on matters of a confidential nature relating to the work of Thames Learning Trust. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

Safeguarding Children & Health and Safety

Thames Learning Trust is committed to adhering to the DFE guidance "Keeping Children Safe in Education". It is the individual's responsibility to promote and safeguard the welfare of children and young people in the school. Satisfactory references, enhanced DBS clearance & social media check is required for this post. This post is exempt from the Rehabilitation of Offenders Act 1974. You are required to comply with the school's Health and Safety policy at all times.