**Job Description**

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| **Deputy Principal** | | |
| **Education : Thames Valley School** | | **Reports to :** **Head Teacher – Thames Valley School** |
| **Why** | **Job summary:**   * As a member of the Senior Leadership Team of the School take responsibility for an area of the school function (Curriculum, student, training, support for learning etc). * Support the Head Teacher in the development and management of the school. * Undertake the day to day organisation and operational management of the school * To provide analysis of data to demonstrate progress made and intervention strategies in areas of Teaching, Learning & Assessment**;** Behaviour, Welfare & Personal Development | |
| **What** | **Principal accountabilities**   * In the absence of the Head Teacher, to monitor the day to day functioning of the finance, human resources, administration and facilities management of the school * Develop the provision of the highest possible quality of education and care, maintaining a supportive atmosphere for each student * Develop and implement policies and procedures relating to your area of responsibility * Ensure that systems to identify, address and report on student’s needs and achievements are in place * Develop and build relationships with parents / carers and professionals * Manage delegated budgets on a day to day basis * Work closely with the Head Teacher to formulate the School Development Plan and Strategic plans within the NASAT planning process * Work closely with the Head Teacher to formulate the annual budget, training needs analysis and staffing establishment * Promote good practice in all areas of health and safety * Manage staff within your function * Provide the highest standard of support assisting students in achieving their maximum potential through the implementation of the SPELL framework * Ensure the attainment and achievement of teaching and learning outcomes * Lead the process of staff induction and training * Monitor the curriculum and the input of educational staff and the multi-disciplinary teams creating a ‘one school’ ethos * Line manage Head of Safeguarding, undertaking investigations and ensuring that all staff are aware and trained in Safeguarding * Ensure that all student referral procedures are implemented effectively and vacancies are carefully tracked * Ensure that activities/programmes are consistently implemented in accordance with each student’s individual plans * Monitor timetables, rotas and staff cover on all sites to ensure educational, care and multi-disciplinary input across all settings   Job descriptions only reflect 80% of a role, and are not an exhaustive list of duties. You are expected to carry out other activities that are within the scope of the role. | |

**NAS Academies Trust Deputy Principal Person Specification**

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| **Criteria** | **Essential** | **Desirable** |
| Qualifications |  |  |
| * Qualified to at least degree level * Qualified to work in the UK * QTS * Further professional qualifications * Ongoing record of CPD including training or qualifications specifically related to ASD | ✓  ✓  ✓  ✓ | ✓ |
| Experience |  |  |
| * A proven in depth understanding of autism and the impact of autism appropriate educational interventions * Appropriate experience in an autism provision in special school or specialist autism school. * Appropriate leadership and management experience - at least Assistant Head teacher level. * Ability to deliver outstanding teaching and learning * Have created high quality lesson plans and schemes of work, and shared these with a team of teachers. * The ability to communicate well, to work as a member of a team, and to have effective working relationships with students, staff and parents. * Committed to the personal professional development of themselves and of others. * Conducted lesson observations as a tool for improvement. * Have delivered high-quality training to other teachers. * Experience of working with a team of teachers to achieve successful results * Experience of leading significant curriculum initiatives that have had a sustained impact at department or whole school level. | ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓ | ✓  ✓ |
| Skills |  |  |
| * A proven ability to create a united, committed and highly effective staff team. * An effective leadership and management style that encourages participation, innovation and develops colleagues’ confidence. * The ability to lead, coach and motivate staff within a performance management framework, providing professional development and effectively challenging and managing any under-performance, whilst developing the leadership skills of others. * Excellent interpersonal and listening skills; a high degree of emotional intelligence; the ability to advocate for students with autism and an effective oral and written communicator with children, staff and parents. * The ability to develop positive relationships with all young people. * Well-developed planning & organising skills including time management, prioritisation, delegation and administration. * Ability to plan, monitor, evaluate, review and lead by example. * A proven ability to use data confidently and use analysis to inform and monitor interventions * Knowledge of current legislation and policies in the area of SEN , safeguarding, disabilities and student inclusion and understanding of current developments in education and their impact | ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓ |  |
| Motivation |  |  |
| * Committed to team work and working collaboratively with colleagues. * A commitment to the safeguarding and welfare of all students. | ✓  ✓ |  |
| Attributes |  |  |
| * A clear passion for specialist autism provision and for improving the life chances of young people with autism and their families. * Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction. * Confidence and self-motivation to work well and be decisive under pressure. * Genuine belief in the potential of every student. | ✓  ✓  ✓  ✓ |  |

This post is subject to an enhanced DBS disclosure.

The post holder must be committed to safeguarding the welfare of children.

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Principal or Executive Director of Education