

Job Description



For more general information about working at GWA please refer to the Candidate Information Leaflet and the Information for Applicants issued with this job description.

Job Title	Assistant Principal – Curriculum and Progress
Accountable To	Vice Principal
Job Purpose	To work with the Principal and SLT to provide exceptional professional leadership to the Academy which ensures the delivery of the highest quality education to all students.
Salary	L12-L16 (£55,338 - £61,166)
Start Date	1 st September 2021

This job description details the responsibilities of the post, but does not direct any particular priorities or amount of time to be spent carrying out the duties. It is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after consultation, to meet the changing needs of the Academy and the Multi Academy Trust (MAT).

The Assistant Principal will lead aspects of our curriculum planning and student progress, helping to ensure exceptional Achievement, Care and Excellence at the Academy. Key responsibilities will include:

- curriculum planning and timetabling
- overseeing and further developing the Academy's progress tracking and monitoring systems
- summarising cohort, group and individual student data so that it is of use to all
- further developing our assessment systems and practices

The precise detail of the role will be agreed with the successful candidate to suit the strengths they can bring to complement the expertise of existing SLT members and to offer them the chance to develop their professional practice.

Great Western Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment and undergo appropriate checks. All posts within the trust are therefore subject to an enhanced DBS and barred list check.

1. **Key Outcomes**

Work with the Principal and Vice Principals to:

- ensure a culture at all levels of excellence and equality that delivers and promotes high expectations and aspirations for all students
- ensure high quality education by building upon a culture of excellence in teaching and learning so all students find their learning challenging, engaging and motivating
- develop, plan, staff and timetable the Academy's curriculum
- support the achievement of all students by tracking their progress and summarising their outcomes in a succinct but comprehensive fashion
- build on our already effective assessment systems so that they develop further to best support exceptional student outcomes

2. Leadership and Development

Work with the Senior Leadership Team to:

- provide strategic leadership that secures the highest standards of progress, attainment and personal development for all students and staff
- ensure the Academy has a clear vision that is shared, understood and applied by all interested parties and has strong links to the strategic vision of the Great Western Academy Trust
- translate the vision into agreed objectives and operational plans, which deliver school improvement and good or better outcomes for all students
- ensure that the Academy structure enables the management systems, structures and processes to work effectively with the focus on school improvement and in line with legal requirements
- promote increasing parental understanding of our curriculum and our students' progress through it

3. Leading Curriculum and Progress

Work with the Principal and Vice Principal to:

- see students as individuals and apply all developments, improvements and interventions consistently ensuring equality of access for students in target groups
- lead and develop strategies that promote the continuous improvement in curriculum development, assessment, and tracking of student progress
- set challenging targets for student outcomes and monitor progress towards these targets
- produce a curriculum plan and associated staffing need annually and more frequently as required
- produce the Academy's timetable, and keep it up to date
- produce and summarise data which succinctly but comprehensively tracks the progress of cohorts, groups, and individuals
- regularly review and evaluate the Academy's assessment practices to keep them as effective as possible
- create an environment such that encourages student involvement and engagement in the curriculum at the Academy and ensures their views are heard
- promote the involvement of families and other stakeholders in supporting the Academy wide focus on student progress, attainment and personal development.

4. Leading People

- Be an outstanding role model to all staff in the Academy; review your own practice and performance, set challenging personal targets and take responsibility for your own professional and personal development
- Inspire and lead staff to further improve the quality of education provided, standards achieved and overall Academy improvement
- Directly lead and line manage some of our Heads of Faculty, or other responsibility posts, as agreed within SLT
- Involve staff in decision-making, as appropriate, to motivate and secure commitment to the Academy's continuous improvement
- Develop and improve the leadership skills of staff at all levels and across all areas of the Academy
- At all times, promote a positive culture with values and aims that promote and encourage high aspirations and expectations.

5. Community

Work with the Principal to:

- ensure the Academy reflects a culturally inclusive ethos which actively values and promotes diversity, unity and community cohesion and encourages students to become successful global citizens

- ensure the Academy continues to be seen as a key part of the community, actively seeking opportunities to further engage with the local community, promote the use of the Academy's facilities by the community and encourage and develop student involvement in community activities
- collaborate with parents/carers and with external agencies to ensure that the Academy meets the wider needs of its students, staff and local community
- work with appropriate providers of further and higher education and local businesses to ensure students are prepared for future higher education, training and employment opportunities.
- ensure positive collaboration and communication with all external organisations and businesses in the public, private and voluntary sectors and the Local Authority to effectively meet the needs of all students.

6. Responsibilities for all classroom teachers

- Demonstrate highly effective practice in all the Teacher Standards
- Promote excellent student progress by teaching high quality lessons which:
 - take into account prior learning to drive the lesson being planned
 - set clear and differentiated objectives with matched success criteria
 - plan a range of activities which address the objectives set
 - make use of the immediately available ICT to enhance the activities planned
 - differentiate the activities so that every student is appropriately stretched and challenged and experiences learning which is personally fulfilling
 - assess students formally and informally against the objectives as the lesson progresses, giving students positive feedback when progress is made
 - make best use of 'real world' examples of the learning
 - consider how best to ensure a positive climate for learning for each class; this may include but is not limited to planning engaging activities, using assertive behaviour management techniques, making constructive use of seating or grouping of students, making best use of any available support, and ensuring a focus on praise and rewards
 - encourage students to show independence in their learning
 - set appropriate further learning which builds upon the lesson and/or sets students up well for the subsequent lesson
 - consider using the wider school site, or beyond, as a learning environment where appropriate
- Contribute to curriculum development in their teaching area through positive contributions to meetings, development and implementation of schemes of work, and development and sharing of creative resources
- Assess and record students' progress in line with the Academy's assessment policy, including reporting to parents through the Academy's MIS at key data collection points during the year and providing information to examination bodies as required
- Contribute to and implement Individual Learning Plans for students so as to maximise their learning and progress
- Demonstrate and promote the Academy's ethos of Achievement, Care and Excellence at all times

7. Professional Development

- Participate in the Academy's performance management arrangements
- In consultation with their line manager, take responsibility for their continuing professional development and improve their practice and further their own learning and that of the students they work with
- Work with other staff in the Academy to support, challenge and motivate each other and to develop and improve each other's practice
- Represent the Academy at local network meetings or other similar provision as appropriate
- Communicate and liaise effectively with parents and carers, other education providers and external agencies as required, bringing about positive partnerships between them and the Academy

Person Specification follows below

Person Specification

Assistant Principal

	Essential	Desirable	Assessment
<u>Qualifications</u>			
Qualified Teacher Status	✓		Application
First degree or equivalent	✓		Application
Higher degree or equivalent		✓	Application
Evidence of relevant recent professional development	✓		Application
<u>Experience</u>			
Recent successful experience of middle or senior leadership in a secondary school or academy	✓		Application
Evidence of successful impact on raising standards and continuously improving student progress and outcomes	✓		Application / Interview
Evidence of exceptional teaching and learning that demonstrates outstanding classroom practice	✓		Interview / Reference
Sound current knowledge and understanding of the changing curriculum at Key Stages 3, 4 and 5 and its relevance to our Academy	✓		Application / Interview
Ability to promote parental engagement and develop positive relationships with even the most challenging parents/carers	✓		Interview / Reference
A good knowledge of effective social inclusion strategies and evidence of using these to improve student outcomes	✓		Interview / Reference
A good understanding of financial management; particularly in relation to its contribution to school improvement and student achievement		✓	Interview / Reference
Experience of preparing for an Ofsted inspection		✓	Application / Interview
Able to demonstrate commitment and experience in developing effective links with the local community, businesses and other stakeholders		✓	Application / Interview
Experience of working in a newly opened school or academy		✓	Application / Interview
Experience of working in an 11-18 secondary school or academy	✓		Application
Experience of working in more than one secondary school or academy		✓	Application
Experience of working within and contributing to the development of a Multi-Academy Trust		✓	Application / Interview
<u>Knowledge and Understanding</u>			
Good knowledge of the current educational landscape and able to translate that into the academy context	✓		Interview
Able to quickly process and use progress data to inform decision making	✓		Application / Interview
Strong understanding of effective curriculum design and provision	✓		Application / Interview
To understand effective school self-evaluation processes		✓	Interview

Able to successfully lead a team to plan, deliver and evaluate change and improvement	✓		Interview / Reference
Knowledge of all aspects of school leadership with the ability to turn policy into effective practice		✓	Interview / Reference
Sound knowledge and understanding of all aspects of Safeguarding	✓		Interview / Reference
Experience of school timetabling		✓	Application/ Interview
Self-aware with a good understanding of own personal strengths and weaknesses	✓		Interview / Reference
<u>Personal Qualities</u>			
Ability to build and maintain quality relationships through effective communication, professional integrity and creative, innovative and dynamic leadership	✓		Interview
Able to inspire trust and confidence across the whole school community	✓		Interview / Reference
Able to successfully lead change and inspire others	✓		Interview
Able to demonstrate excellent written and oral communication skills	✓		Interview / Reference
Possess strong personal presence and able to act as a successful ambassador for the Academy and the Great Western Academy Trust	✓		Interview / Reference
Demonstrate enthusiasm and a capacity for sustained hard work with energy, vigour and resilience	✓		Interview / Reference
A good sense of humour	✓		Interview
High levels of integrity, compassion and trust	✓		Interview / Reference