CITY OF LONDON
ACADEMY SHOREDITCH PARK

Assistant Principal job description

Post:	Assistant Principal - Director of Learning and Engagement
Grade	Leadership Scale L15-19
Responsible to:	Principal/Vice Principal

Job Purpose

The Assistant Principal will be expected to:

- Work with the Principal and Vice Principal to secure the strategic vision of the academy in line with the broad educational vision of the City of London Academies Trust, providing outstanding leadership that establishes the academy as a leading provider of high quality education for its students.
- Lead and manage academy standards on a day-to-day basis, delivering the highest possible educational standards and providing the consistent leadership necessary to ensure staff are supported, have high expectations and are fully committed to their students achieving outstanding outcomes.
- Secure the achievement of Key Performance Indicators and targets as identified in the Academy Strategic Plan.
- Line manage Middle Leaders including Subject Leaders and Achievement Team Leaders/Heads of House, as well as support staff such as Higher Level Teaching Assistants and Behaviour Mentors.
- Take overall responsibility for all aspects of inclusion, behaviour and engagement, recognising that responsibilities will be shared across the Senior Leadership Team and may change as the academy expands.

Key Responsibilities

Be accountable to the CoLAT through the Principal/Vice Principal, Governing Body and CEO for:

- The quality of SEND provision, interventions and outcomes.
- Behaviour systems, exclusions and their impact.
- The effective promotion and implementation of the agreed vision and key principles within the academy, including the principles of simplicity, efficiency and effectiveness.
- The planning and delivery of academy policy and key strategic objectives as determined by the Principal.

Contribute (with other members of the academy Senior Leadership Team) to:

- Developing the aspirations and self-belief of all students and by doing so securing high quality teaching, learning, outcomes and progress for all students.
- Providing dynamic, consistent and motivational leadership for curriculum teams and Subject Leaders, ensuring the successful delivery of the vision, ethos, aims and objectives of the academy.
- Providing an approachable, authoritative and visible presence in and around the Academy to provide high expectations and support for staff, students, parents and the local community.
- Establishing and maintaining the academy as a centre of excellence and innovation in education.
- Effective self-evaluation of outcomes, practice and consequent planning for improvement for the academy.
- Developing strong productive relationships with a wide range of stakeholders, including a rich partnership with families and the community.
- Taking a lead in creating a positive, inclusive climate that carries the academy's vision forward.
- Maintaining open professional dialogue with SLT about the academy's identification of strengths and weaknesses, ensuring a proactive approach to sharing potential or existing difficulties.

Lead on behaviour through:

- Promoting excellence in teaching and learning, ensuring a continuous and consistent academy focus on students' achievement and development (moral, spiritual, physical and social, as well as academic).
- Challenging underperformance at all levels and ensuring appropriate action.

- Creating a stimulating climate which will encourage all students to fulfil their potential, in the widest sense, and maintain a lifelong enthusiasm for learning and personal development.
- Effective implementation of behavioural, pastoral and target-setting systems.
- Overseeing behavioural and support systems, analysing data, evaluating impact and ensuring that effective intervention strategies are in place.
- Work with other Senior Leaders and Achievement Team Leaders to ensure that all students are included and effective systems are in place for student leadership and rewards.
- Ensuring academy-wide priorities are consistently monitored and effectively implemented and that systemised, rigorous responses to underperformance enable constant improvement to take place.

Lead on inclusion through:
- Fulfilling the role as academy SENCO and ensuring that statutory responsibilities in relation to SEND, medical needs, mental health and child protection are met.
- Supporting staff in provision for more able students and those displaying a range of needs.
- Ensuring interventions are in place for students requiring additional support.

Management of the organisation to:
- Deliver effective operational management for the delivery of education within the academy's budget and in accordance with financial and organisational structures.
- Recruit, deploy, develop and motivate a committed, effective and diverse education workforce whose members have a clear understanding of the vision of the academy and the academy's strategic plan and of their personal role in enabling and promoting high quality learning.
- Act in accordance with policies and legislation affecting the conduct of the academy, particularly those that govern health and safety matters and employment rights.
- Monitor and evaluate student and staff progress to ensure that objectives are being achieved.

Strengthening Community
- Develop, implement and maintain effective strategies to promote engagement of the whole academy community. In particular to lead on the Parent Staff Association and establish effective relationships with all parents/carers and promote their involvement in their children's learning and academy activities.
- Actively support the diversity of the academy's communities and students.

Safeguarding and Promoting the Welfare of Children
- Have knowledge and effective experience of addressing all statutory safeguarding issues.
- Ensure a safe and supportive academy culture.
- Ensure the welfare of children is safeguarded and promoted in line with current best practice and any relevant legislation to ensure a safe and supportive environment.
- Identify key features of staff recruitment that help deter or prevent the appointment of unsuitable people.

Other Responsibilities
- Ensure equality of opportunity for all students in order that they may achieve to the best of their ability.
- Ensure equality of opportunity for all staff to facilitate their continuing professional development.
- Be aware of and understand the duties and responsibilities arising from the Children's Act 2004 and statutory guidance Working Together to Safeguard Children in relation to child protection and safeguarding children, young people and vulnerable adults as it relates to this role.

Standards/Quality Assurance and Additional Responsibilities
- Fulfil a negotiated teaching commitment and be an excellent classroom practitioner.
- Uphold the academy's behaviour code and uniform regulations.
- Develop links with governors, LEAs and neighbouring schools/academies.
- Conduct assemblies, duties and detentions as designated by the Principal.
- Support extended day activities to enhance students' learning experiences.
- Adhere at all times to professional business standards of dress, courtesy and efficiency in line with the ethos and specialism of the academy.
- Attend and participate in meetings, open evenings and student performances.
- Compile statistical returns as required.
- Assist the Principal and Vice Principal Resources with the management of the school's delegated budget and help oversee management of resources.

Key Organisational Objectives
The postholder will contribute to the academy's objectives in service delivery by:

- Following Health and Safety requirements and initiatives as directed.
- Sharing the Academy's commitment to safeguarding and promoting the welfare of children and young people.
- Ensuring compliance with Data Protection legislation.
- At all times operating within the school's Equalities policies, demonstrating commitment and contribution to improving standards of attainment.
- Ensuring customer care and quality assurance initiatives.
- Fulfilling the role of Student Personal Adviser and/or mentor if required.
- Contributing to the maintenance of a caring and stimulating environment for young people.

Associated Duties
The current School Teachers' Pay and Conditions document describes the duties which are required to be undertaken by Principals in the course of their employment. In addition, certain particular duties are reasonably required and exercised and completed in a satisfactory manner. It is the contractual duty of the post holder to ensure that professional duties are discharged effectively.

Special Conditions of Service to Note
Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by the governors. The postholder may be required to work outside of normal school hours on occasion (e.g. to attend Full Governing Body and/or Committee Meetings, etc.), with due notice.

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions. The academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment.

Equal Opportunities
The postholder will be expected to carry out all duties in the context of and in compliance with the academy Equalities policies.

Date of issue: ……..

Signature of Postholder: ……..

Signature of Chair of Governors: ……..

Person specification

	Essential	Desirable
Qualifications		
Educated to degree level or equivalent	✓	
Qualified teacher status	✓	
Evidence of continuing professional development	✓	
Experience		
Leadership experience, including managing staff and students	✓	
Demonstrable experience of improving student outcomes	✓	
Experience of having made a significant contribution to the success of an academy through its leadership, student outcomes and ethos	✓	
Experience of effective performance management and quality improvement within a school environment		✓
Understanding of innovative approaches to behaviour improvement	✓	
Understanding of the National Curriculum and OFSTED Framework	✓	
Demonstrable experience of high quality teaching and learning	✓	
Experience of leading and training staff to be successful practitioners	✓	
Experience of supporting staff to optimise attainment and progress of students	✓	
Experience of working with children with significant barriers to learning	✓	
Excellent organisational skills	✓	
Well-developed interpersonal and communication skills	✓	
Learning and engagement		
Outstanding learning secured for students through outstanding teaching	✓	
Use of intervention to support students with educational or medical needs	✓	
Effective, rigorous and sensitive relationships with students that secure positive emotional health and excellent behaviour and attitudes	✓	
Vision and Strategy		
Vision and values aligned with the academy's high aspirations and high expectations for children, staff and families	✓	
Understand how to set high aspirations and lead effective strategies across all aspects of an academy including learning, accountability, curriculum, administration and communication		✓
Clear understanding of the ethos and strategies to establish high standards of outcomes and attitudes and behaviour in an area of socioeconomic challenge, and commitment to relentlessly securing those standards	✓	
Leadership		
Resilience and motivation to lead the academy through day-to-day challenges while maintaining a clear strategic vision and direction	✓	
Able to develop, empower and sustain individuals and teams	✓	
Ability to lead and inspire all students with a sense of the intrinsic joy of learning and their own ability to succeed	✓	
Rigorous use of data to inform and shape teaching and learning in order to secure outstanding outcomes for all students	✓	
Strong organisational skills and the ability to delegate to others and hold them to account for outcomes	✓	
A deep commitment to the safeguarding and wellbeing of all students	✓	
Leading Relationships with Stakeholders		
Commitment to working with others to secure the best outcomes for children	✓	
Skilful management and understanding of how to inspire and secure strong relationships with other academy staff, families, trustees and other external relationships	✓	
Work-Related Personal Qualities		
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and raising standards	✓	
Demonstrate personal and professional integrity, including modelling values and vision	✓	
Commitment to support the aims of the Trust	✓	
Flexible and able to manage workload and competing deadlines, prioritising appropriately and maintaining good humour	✓	
Evidence of commitment to and understanding of collective responsibility	✓	