



Star

## **STAR ACADEMIES**

*Nurturing Today's Young People, Inspiring Tomorrow's Leaders*

### **ASSISTANT PRINCIPAL**

#### **JOB DESCRIPTION**

##### **JOB PURPOSE:**

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

##### **JOB SUMMARY:**

1. Assist in the creation and implementation of a strategic plan which identifies priorities and targets for ensuring that students achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.
2. Ensure that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting long, medium- and short-term objectives and targets which secure the educational success of the school.
3. Assist with the implementation of all policies and procedures relating to safeguarding.
4. Make decisions based upon analysis, interpretation and understanding of relevant data and information.
5. Perform other duties determined in discussion with the Principal.

##### **KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

###### **1. Overall Strategic Responsibilities**

- 1.1 Work in partnership with the Principal, Senior Leadership Team, Governing Body, staff, pupils, parents and the Local Authority in generating the ethos and values which underpin the school enriched by mutual care and respect extending into the local community.
- 1.2 Support the maintenance and enhancement of the school's ethos and mission through own outstanding professional conduct and high expectations of others.
- 1.3 Provide outstanding strategic and operational leadership of assigned areas of responsibility.
- 1.4 Develop and implement an effective strategy for assigned areas of responsibility in collaboration with other members of the Senior Leadership Team.
- 1.5 Devise and implement a development plan for all areas of responsibility with clear annual targets agreed with all members of the Senior Leadership Team.
- 1.6 Performance manage assigned staff with respect to all areas of responsibility for pupils; through regular

meetings, setting of appropriate targets for performance, providing support and challenge and undertaking regular reviews for feedback.

1.7 Develop systems and structures for the effective management and administration of all areas of responsibility.

1.8 Quality assure provision, in all areas of responsibility, in line with the expectations set out in the Star Quality Standards.

## **2. Personal Development, Behaviour and Attitude**

2.1 Support with the implementation of a pastoral development strategy.

2.2 Maintain an ethos of high-quality Pastoral care to support and challenge pupils to achieve all targets.

2.3 Support the implementation of strategies to enhance transition arrangements for new pupils.

2.4 Support and promote strategies to sustain the highest levels of attendance, punctuality and standards of behaviour, including an effective rewards and sanctions system.

2.5 Help to maintain a culture of high-quality Child Protection and develop strategies to ensure the effective safeguarding of children.

2.6 Effective liaison with external agencies where required.

2.7 Involvement in the pupil, staff and parent councils.

2.8 Support with the delivery of an 'Every Child Matters' Group to enhance and sustain a bespoke programme of support for learners at-risk in relation to safeguarding, behaviour and attendance.

2.9 Support with the delivery of the assemblies and 'registration' programme.

## **3. Quality of Education**

3.1 Support and implement the curriculum and its assessment.

3.2 Support with the organisation and delivery of professional development sessions to enhance learning and teaching practice & pastoral provision, including matters relating to behaviour, attendance and safeguarding.

3.3 Help to create and maintain an ethos of excellence and endeavour that promotes and secures Star Excellence in teaching and the highest standards of achievement.

3.4 Ensure that standards in literacy, numeracy are priority targets for all students, including those with special educational needs.

3.5 Develop and lead implementation of strategies to enhance provision for SEND & Disadvantaged students.

3.6 Support the development and management of the overall CPD model of the school.

3.7 Identify particular development needs in individual staff and provide coaching to address these.

3.8 Support the induction of new staff to ensure that there is consistency in teaching & learning, behaviour for learning and behaviour management strategies.

3.9 Contribute to Star Institute and National College programmes to support staff progression.

3.10 Contribute to the improvement of teaching across the Trust's regional partnership and national family of schools, through delegated responsibilities from the Principal and Vice Principal.

#### **4. Faculty Management**

- 4.1 Provide line management middle leaders of the faculties, supporting and challenging them to achieve faculty and individual staff targets.
- 4.2 Audit all curriculum areas in the faculty regularly to ensure statutory compliance, proficient standards of provision, the highest levels of attainment and effective systems and structures.
- 4.3 Support faculties to enhance assessment for learning, intervention and develop more effective curricula in each of the faculties.

#### **5. Relationships with Others**

- 5.1 Participate in the Performance Management Cycle and INSETs.
- 5.2 Participate in the induction of new staff into the school community.
- 5.3 Maintain good working relationships with colleagues, pupils, parents/carers, governors, the community and Local Authority and ensure all communication is consistent with the school's ethos.

#### **6. Accountability**

- 6.1 Make best use of all resources to support the attainment, progress and well-being of all pupils.
- 6.2 Ensure that parents/carers and pupils are well informed about all aspects of provision (within areas of responsibility) and about the contribution they can make in supporting their child's learning.

#### **7. Other Responsibilities**

- 7.1 Lead on the promotion, dissemination, implementation and monitoring of whole-school strategies within the Assistant Principal – Pastoral remit.
- 7.2 Contribute to the wider life of the Trust, its schools and its community through out of hours and partnership work.
- 7.3 Support the work of colleagues within the Senior Leadership Team through the strategic leadership of key processes within school.
- 7.4 Fulfil line management duties for one or more faculties.
- 7.5 Deliver a reduced teaching timetable as required to enable the delivery of the curriculum
- 7.6 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 7.7 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 7.8 Contribute to the wider life of the Trust and the Star community.
- 7.9 Carry out any such duties as may be reasonably required by the Trust.

#### **8. Records Management**

- 8.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

*This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.*



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### PERSON SPECIFICATION

| No                                     | CATEGORIES   | Essential/<br>Desirable | Assessed by: |                    |
|--|--|-------------------------|--------------|--------------------|
|  |  |                         | App<br>Form  | Interview/<br>Task |
| <b>QUALIFICATIONS</b>                  |  |                         |              |                    |
| 1.                                     | A degree qualification (2ii or above).   | <b>E</b>                | ✓            |                    |
| 2.                                     | Qualified Teacher Status.  | <b>E</b>                | ✓            |                    |
| 3.                                     | Evidence of Continuous Professional Development.   | <b>E</b>                | ✓            |                    |
| 4.                                     | Middle or Senior Management qualification.   | <b>D</b>                | ✓            |                    |
| <b>EXPERIENCE</b>                      |  |                         |              |                    |
| 5.                                     | Sustained delivery of outstanding achievement.   | <b>E</b>                | ✓            | ✓                  |
| 6.                                     | Track record of delivering 'outstanding' outcomes for pupils.  | <b>E</b>                | ✓            | ✓                  |
| 7.                                     | Innovation and creativity to engage, enthuse and progress learners.  | <b>E</b>                | ✓            | ✓                  |
| 8.                                     | Partnership and team working.  | <b>E</b>                | ✓            | ✓                  |
| 9.                                     | Developing and leading the implementation of strategies to achieve whole school/college improvement.                       | <b>E</b>                | ✓            | ✓                  |
| 10.                                    | Leading improvements in Pastoral Care and Safeguarding.  | <b>D</b>                | ✓            | ✓                  |
| 11.                                    | Developing and implementing whole-school pastoral and learning support for pupils.   | <b>D</b>                | ✓            | ✓                  |
| 12.                                    | Leading improvements in Learning and Teaching.   |                         | ✓            | ✓                  |
| <b>ABILITIES, SKILLS AND KNOWLEDGE</b> |  |                         |              |                    |
| 13.                                    | Ability to teach to GCSE standard.   | <b>E</b>                | ✓            | ✓                  |
| 14.                                    | Ability to teach to A-level standard.  | <b>D</b>                | ✓            | ✓                  |
| 15.                                    | Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets. | <b>E</b>                | ✓            | ✓                  |

| No                        | CATEGORIES   | Essential/<br>Desirable | Assessed by: |                    |
|---------------------------|--|-------------------------|--------------|--------------------|
|                           |  |                         | App<br>Form  | Interview/<br>Task |
| 16.                       | Ability to develop and implement strategies to enhance and sustain whole school initiatives.                                     | E                       | ✓            | ✓                  |
| 17.                       | Ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives.                          | E                       | ✓            | ✓                  |
| 18.                       | Ability to communicate verbally with, and write reports for, a range of stakeholders, including Governors and external agencies. | E                       | ✓            | ✓                  |
| 19.                       | Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes.                      | E                       | ✓            | ✓                  |
| 20.                       | Ability to work autonomously, prioritise conflicting demands and thrive under pressure.  | E                       | ✓            | ✓                  |
| 21.                       | ICT skills to manage and report on performance data to a range of audiences (Ofsted, Governors, parents, staff and pupils).      | E                       | ✓            | ✓                  |
| 22.                       | Understanding of contemporary issues relating to safeguarding, pastoral matters and learning support.                            | D                       | ✓            | ✓                  |
| <b>PERSONAL QUALITIES</b> |  |                         |              |                    |
| 23.                       | A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.                     | E                       | ✓            | ✓                  |
| 24.                       | Commitment to working flexibly outside of school hours to achieve outstanding outcomes for young people.                         | E                       | ✓            | ✓                  |
| 25.                       | Personal resilience, persistence and perseverance.   | E                       | ✓            | ✓                  |
| 26.                       | Highly organised, literate and articulate.   | E                       | ✓            | ✓                  |
| 27.                       | A strong commitment to the Trust value of 'Service'.   | E                       | ✓            | ✓                  |
| 28.                       | A strong commitment to the Trust value of 'Teamwork'.  | E                       | ✓            | ✓                  |
| 29.                       | A strong commitment to the Trust value of 'Ambition'.  | E                       | ✓            | ✓                  |
| 30.                       | A strong commitment to the Trust value of 'Respect'.   | E                       | ✓            | ✓                  |
| 31.                       | Commitment to support Star Academies' agenda for safeguarding and equality and diversity.  | E                       | ✓            | ✓                  |
| 32.                       | Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.                             | E                       | ✓            | ✓                  |