

S Peter's Collegiate School

A Church of England Academy



JOB DESCRIPTION ASSISTANT PRINCIPAL, Behaviour, Inclusion and Safeguarding

NAME:	
POST TITLE:	Assistant Principal: Behaviour, Inclusion and Inclusion
COMMENCEMENT OF SERVICE WITH ACADEMY:	
SALARY GRADE:	Leadership Scale L 12-16
ALLOWANCE:	Not applicable
LINE MANAGEMENT: Principal:	Principal
TERMS AND CONDITIONS:	HR Officer
JOB DESCRIPTION AGREED:	

The appointment is made to the Academy rather than any individual area and duties may be required outside the usual day-to-day work. All personnel are expected to work flexibly as part of a team of Teaching and Associate Staff, commonly bound in the service of the needs of the Academy and the further development of S. Peter's as reasonably required under the direction of the Principal.

Main purpose of job:

To be a member of the Senior Leadership Team and be required to carry out the professional duties as set out in the current Teachers' Pay and Conditions document issued under the Teachers' Pay and Conditions Act 1991.

To work with the Principal in the overall management, guidance and supervision of the Academy, acting in his/her capacity as appropriate in any context. To provide leadership and support to the work of middle managers to ensure more effective teaching and learning for students.

To enthuse and encourage staff in management behaviour through the principles of positive behaviour management; To work with the behaviour team to enhance the integration of our Keys to Learning principles into classroom teaching; to support staff in addressing student discipline, listening and responding to staff concerns; to lead on initiatives to enhance punctuality and attendance to lessons; to work closely with pastoral leaders to ensure effective practice in encouraging courtesy and good order within the Academy.

To be committed to safeguarding and promoting the welfare of children, young people and vulnerable adults.

Responsibilities:

Knowledge and Understanding:

Assistant Principals have knowledge and understanding of:

- what constitutes quality in educational provision, the characteristics of effective Academy's, and strategies for raising students' achievement;
- how to promote students' spiritual, moral, social and cultural development and good behaviour through effective management and leadership;
- how to seek and use national, local and Academy data, OfSTED evidence and research findings in professional and Academy development.

Planning and setting expectations:

Assistant Principals will:

- 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 Academy improvement;
- assist in the effective monitoring evaluating and reviewing of the plan to secure progress and Academy improvement;
- think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Teaching and managing student learning:

Assistant Principals will:

- assist in the maintenance of a climate and code of conduct which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline throughout the Academy and which enable teachers to meet the standards set out in the framework;
- monitor and evaluate curriculum areas in order to identify and act on areas for improvement;
- monitor and evaluate the quality of teaching and standards of learning and achievement of students, including those with special educational or linguistic needs, in order to set and meet challenging, realistic targets for improvement;
- create and promote positive strategies for developing equal opportunities regardless of race, religion, disabilities.

Assessment and evaluation:

Assistant Principals will:

- monitor, evaluate and review the effects of policies, priorities and targets of the Academy (for which they have direct responsibility) and take action as necessary;
- ensure the use of comparative data, together with information technology about students' prior attainment, to establish benchmarks and set targets for improvement within the areas that they line management.

Student achievement:

Assistant Principals will:

- make explicit to students, parents, teachers and wider community the Academy's high expectations that all students can succeed;
- support effective mentoring systems and tutorial support systems to support student achievement.

Relations with parents and wider community:

Assistant Principals will:

- take opportunities to develop effective relationships with the community, including business and industry, to extend the curriculum and to enhance teaching and learning;
- take opportunities to create and maintain an effective partnership with parents and the wider community to support and improve students' achievement and personal development;
- take opportunities to ensure that parents and students are well informed about the curriculum, attainment and progress, and about the contribution that they can make to achieving the Academy's targets for improvement.

Managing own performance and development:

Assistant Principals will:

- participate in arrangements for Appraisal and take responsibility for own professional development;
- prioritise and manage own time effectively;
- work under pressure and to deadlines;
- sustain their own motivation and that of other staff.

Managing and developing staff and other adults:

Assistant Principals will:

- provide professional leadership and management in order to secure high quality teaching, effective use of resources and improved standards of learning and achievement by all students;
- plan, allocate, support and evaluate work undertaken by groups, teams and ensuring clear delegation of tasks and devolution of responsibilities, within their areas of responsibility and maintain an overview of teaching and learning;
- sustain effective systems for the management of staff appraisal and targets for teachers, including targets relating to students' achievement;
- motivate and enable all staff (within their specific areas of responsibility) to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs;
- lead professional development of staff through example;
- support the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate, for example, higher education, SLE's and subject associations.

Managing resources:

Assistant Principals will:

- work with senior colleagues to deploy staff effectively in order to improve the quality of education provided;
- work with senior colleagues to manage, monitor and review the range, quality, quantity and use all available resources in order to improve the quality of education, improve students' achievements, ensure efficiency and secure value for money.

Strategic Leadership:

Assistant Principals will:

- help to create an ethos and provide educational vision and direction which secure effective teaching, successful learning and achievement by students and sustained improvement in their spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of adult life; and secure the commitment to the vision and direction of the Academy;
- lead by example, provide inspiration and motivation, and embody for the students, staff, governors and parents vision, purpose and the leadership of the Academy;

- help to ensure that all those involved in the Academy are committed to its aims and are accountable in meeting long, medium and short- term objectives to secure the educational success of the Academy.
- be proactive in the promotion of the Academy and the management of its internal ethos and external image. • be responsible for aspects of day to day running and management under the direction of the Principal and as agreed with the members of the Leadership Team;
- be responsible, either singly or jointly, for one or more specific strands of the Academy Improvement Plan;
- be proactive in the development of the Academy in all its aspects.
- Work with Heads of department as directed in relation to the key elements of this role.
- Support the pastoral leader of an identified year group.

General:

Assistant Principals will:

- undertake training;
- be familiar and comply with all relevant Health and Safety, Management of Risk, Operational, Personnel, Data Protection and Financial Regulations, policies and procedures;
- identify risks within personal objectives, using resources effectively and efficiently and safeguarding assets;
- ensure equality of opportunity is afforded to all persons both internal and external to the Authority, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour;
- undertake other duties and responsibilities as required from time to time commensurate with the grade of the post
- Be available to conduct an Academy walkabout at least twice a week in order to monitor behaviour for learning.
- To develop and maintain policies and practices across the Academy that promotes inclusion and high achievement through effective teaching, learning and assessment.

Specific Responsibilities:

- Oversee, in partnership with the SENDCo any special arrangements for students during the end of Key Stage tests.
- To lead the implementation of the Behaviour Policy.
- Support the Principal and other colleagues in finding appropriate strategies to deal with behaviour difficulties and manage any resulting training needs.
- To support the training of staff regarding aspects of behaviour as required.
- To monitor practice via SIMS to ensure data is recorded effectively.
- To review and implement the rewards system ensuring regular rewards are issued and recorded.
- Line management of student pastoral care.
- Strategic leadership of student profiles.
- Line management of student voice and student council.
- Oversee coordination/efficiency of the inclusion centre.
- To monitor and assist with the referral of students to the various support services and outside agencies and to liaise with them.
- To support and develop strong working relationships with outside agencies to support necessary interventions, especially EWO, MAST Manager, SIPS and other academies/schools as appropriate .
- Be responsible for policy writing and updating annually of Safeguarding policies.
- To coordinate appropriate reports as required for Board of Governors' meetings e.g. safeguarding update.
- Co-lead and oversee the role of the KS3 & KS4 Directors and their leadership of Heads of Year.
- To work with the Directors of KS3 & KS4 to enable target setting reviews take place.
- To be the designated Safeguard Lead managing day to day issues, referral to outside agencies, leading planning and delivering staff training in regard to safeguarding.
- To be responsible for the oversight of Safeguarding training within the Academy and ensure that the Safeguarding Log is maintained by the Inclusion Team.

- To be responsible for the monitoring of school attendance and have oversight over the work of the school Welfare Officer on day to day management of attendance and liaison with the school Education Welfare Officer.
- To oversee the transition process along with the Head of Year 7 and the SENDCo and to develop effective systems to ensure the efficient communication of the formation from primary school to S Peter's.
- To have oversight of the mid-term admissions, hard to place and managed move students.
- To ensure that data is recorded regularly and used to inform teaching and learning, whole school.
- To plan, implement and evaluate whole school reporting to parents and parents' evenings.
- To monitor staff data and support student interventions as required to ensure all students meet or exceed their target grades and support staff to remove barriers for learning.
- To offer training as required to support staff.
- Plan the strategic implementation and monitoring of SDP.

Professional Development

- ❖ The Academy will offer appropriate support and professional development to the Assistant Principal in order that their duties can be fulfilled.
- ❖ The Academy will offer appropriate professional development that would develop the Assistant Principal in preparation for Deputy Head or Headship.

Amendment of Job Description

The particular duties/responsibilities listed overleaf may be reviewed from time to time at the request of the Principal or post holder as circumstances make necessary. They may be amended only after reasonable consultation and the approval of the Governing Body. In the exceptional situation of mutual agreement not being achieved, the individual teacher or Principal will have access to an ad hoc Appeal Panel.

This general Job Description is not comprehensive and the post holder will be required to undertake such other tasks appropriate to the level of appointment as the Principal may reasonably require.

Signed (Principal)		Date	
Signed (staff)		Date	