

Assistant Principal -Primary

Job Title:	Assistant Principal -Primary
Reporting to:	Deputy Principal/ Principal
Line Manages:	Teachers
Responsibilities:	Undertake professional duties of a teacher as set out in the STPCD and teacher standards
Working with:	Leadership team and all staff

General responsibilities:

- (1) To lead the education and welfare of designated classes or groups of students in accordance with the requirements of Conditions of Employment of School Teachers, having due regard to the Nightingale Community Academy's aims, objectives, schemes of work, and policies.
- (2) To share in the corporate responsibility for the wellbeing and pastoral care of all students.
- (3) To carry out any reasonable instructions given by the Deputy Principal/Principal.

Specific Duties

1) Leadership & Strategy

As a member of Nightingale Community Academy senior leadership team play a significant strategic role to assist in the production of the school's Development Plan, monitoring, self-evaluation and review programmes.

Lead on the continuing development of the school offer including the creation, review and dissemination of curriculum, procedure and reports to governors and external organisations. Promote the development and strategic use of IT systems at subject, whole-school and Trust level to improve outcomes.

Be accountable for the accurate capture and analysis of assessment data to ensure that students across the primary, secondary and sixth form phases make progress at expected rates.

Use line management procedures to ensure that colleagues hold consistently high expectations of the students in our care, are aware of and understand any targets set and have effectively planned support to ensure that students achieve.

Lead on the operational assessment and delivery of SEND functions across the phase working with the Phase SENCO to ensure that students are properly supported throughout their time at the school.

2) Management of Learning, Teaching and Resources

Promote and ensure the development of effective classroom practice through a cycle of quality assurance that enables accurate monitoring and evaluation of teaching and learning

Lead on the identification and delivery of accredited courses across a range of subjects using the range of resources and expertise at the school

Promote and ensure clear intentions for children's learning. Use knowledge of school procedures and National Curriculum requirements to deliver differentiated work that meets the needs of individuals and groups promoting progression, continuity and quality of learning across the school

Endure the strategic use of additional adults to maximise learning

Promote relevant classroom management strategies to ensure that a purposeful environment for teaching is established and learning can take place

Organise and maintain a stimulating working environment appropriate for the range of activities taking place

Ensure that resources and classroom environments are organised and readily available to promote learning for pupils and students with SEND.

3) Management of People and Students

Support positive behaviour taking into account the personal, social and emotional needs of students

Establish and maintain a positive regard towards both students and staff, promoting equality and diversity

Work as a member of a team, planning co-operatively, sharing information, ideas and expertise

Consult and plan with multi-agency colleagues, as appropriate

Establish good relationships with families to promote learning and personal development amongst all of the children in our care

3) Evaluation and Quality

Ensure the accurate assessment students' progress and achievement as part of routine assessment expectations across the school

Monitor and assess students' work and use assessment data effectively to inform planning and identify individual and group needs. Lead the use of these assessments to set appropriate targets

Manage the collection of effective and in-depth records of student progress and report overall achievement in line with school procedures and statutory requirements

Work with the Assistant Principal (Inclusion & Therapies) to manage the completion of reports for Annual Review and student progress meetings and ensure that high quality evidence is presented at parent meetings and reviews.

Lead the collection of work for the purposes of moderation and work scrutiny.

4) Management and administration

Lead assemblies as required.

Lead on the capture, analysis and intervention in relation to student attendance, behaviour and safeguarding.

Supervise students according to agreed rotas.

Attend and lead weekly staff meetings and general meetings as part of the published meeting cycle.

5) Professional development

Be responsible for the planning and delivery of continuing professional development opportunities for colleagues across the Trust/ Local Authority in line with the developmental objectives of the school

Attend and evaluate school based in-service training as required

Take an active part in identifying and working on one's own professional development needs.

6) Whole-school responsibilities

To lead sections of school improvement planning and school self-evaluation as required by the Principal

To be an active member of a faculty/ subject team

Participate in the Appraisal process agreed by the Academy, in line with national guidelines and school procedure

The post-holder may be required to work in different provisions within the Academy Trust, following discussion.

To comply with all Academy policies and procedures.

To play a full and active part in the life of the school.

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General notes

(1) Job descriptions are to be reviewed annually.

(2) The responsibilities listed above are the basic essentials of the post; it is always open to the post-holder to propose ways of extending these responsibilities.

(3) Nightingale Community Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Assistant Principal- (Primary)

Person Specification

	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Post graduate accreditation linked to behaviour or mental health		✓
Leadership accreditation relevant to the post (e.g. NPQML or NPQSL)	✓	
Team Teach (or equivalent safe handling) accreditation	✓	
Training in Restorative Justice		✓
Experience		
Recent successful experience of working with and/or teaching learners with special educational needs within a school setting.	✓	
Experience of leading and managing at a senior leadership level including delivery of performance and school improvement protocols	✓	
Experience of working with children aged 5-18 with severe and complex social, emotional and mental health (behavioural) difficulties	✓	
Experience working with children aged 5-18 with Autistic Spectrum Disorder		✓
Proven ability to demonstrate excellent classroom practice.	✓	
The ability to evidence and evaluate one's own strengths and weaknesses.	✓	
Evidence of effective partnership working with parents, carers and a broad range of professionals	✓	
Ability to lead the school in curriculum development and effective teaching of a given subject.	✓	
Experience of delivering school capital projects on time and on budget		✓
Knowledge and Skills		
Knowledge of successful practice in teaching learners on the autistic spectrum or those with social, emotional or mental health issues including the ability to promote appropriate behaviour.	✓	
Knowledge of schools' management information systems, data collection and analysis and the ability to plan for interventions	✓	
Up to date knowledge and experience of current good curriculum and accreditation practice in special <i>and</i> mainstream education settings	✓	
Ability to provide high quality CPD/ coaching and a firm commitment to one's own continuing professional development.	✓	
Evidence of excellent interpersonal and communication skills (both written and verbal)	✓	

Understanding of the National Curriculum framework, relevant education frameworks and external accreditation and qualifications	✓	
Ability to work under pressure; able to plan and prioritise own workload and that of others	✓	
Evidence of ability to gain and maintain the confidence and respect of colleagues, pupils, parents and governors	✓	
Evidence of ability to work effectively and enthusiastically with other professionals and stakeholders	✓	
Personal Qualities		
Demonstrate initiative and self-motivation and work as an individual, but also as part of a team, willing to share knowledge/ tasks and take ownership and responsibilities	✓	
Willingness to constructively challenge the work of self and others to continually improve own and team performance	✓	
Effective time management skills and the ability to work under pressure to meet targets/ deadlines	✓	
Able to inspire and motivate others	✓	
Child Protection		
To be fully aware of and understand the duties and responsibilities arising from the statutory guidance, Working Together (March 2013) in relation to child protection and safeguarding children and young people as this applies to the role within the organisation	✓	
To also be fully aware of the principles of safeguarding as they apply to vulnerable children in relation to the role.	✓	