

Assistant Principal - Head of Key Stage - Carew Academy

Job Description

General responsibilities

- (1) The education and welfare of designated classes or groups of pupils in accordance with the requirements of Conditions of Employment of School Teachers, having due regard to the school's aims, objectives and schemes of work, and school policies.
- (2) To share in the corporate responsibility for the wellbeing and pastoral care of all pupils throughout the school.
- (3) To carry out any reasonable instructions given by the Principal or agreed actions via the Senior Leadership Team.

Specific Duties

Leadership and Management

- To ensure the continued development of the school and make a significant contribution to high quality organisation, leadership and management, working in conjunction with the Principal as part of the Senior Leadership Team.
- To ensure the smooth running of a Key Stage, with a particular focus on planning an appropriate curriculum for these students.
- To co-ordinate joint activities throughout a Key Stage, including meetings, curriculum planning and organising timetables.
- To communicate with and report to the SLT about developments concerning a Key Stage, both curricular and organisational.
- As a member of SLT, to contribute to the leadership and management of the whole school and in particular taking the strategic lead for an agreed area of work.
- Accept the collective responsibility of the SLT and respect its confidentiality when this is agreed to be necessary.
- To chair and minute Annual Reviews across a Key Stage as appropriate to ensure high quality returns are made to families and the LA.
- To deputise for the Principal or Vice Principal in their absence.
- To take overall responsibility for the operational running of the school one day each week on a rotational basis with the rest of SLT.
- To assist in the organisation, development and maintenance of communication systems within the school, with families and governors.
- To play an active role in the Performance Management/appraisal process for teachers and TAs, including acting as an appraiser.

- To offer, as part of the school's commitment to inclusion, advice, training and support to mainstream colleagues on the needs of pupils with MLD, autism and other complex needs and to participate in and take a role in school based in-service training (INSET).
- To promote effective collaboration between staff within and between departments, to ensure coherent planning, consistency of educational opportunities for pupils and high standards of teaching and learning.

Management of Learning and Teaching (general)

- To undertake a teaching commitment as appropriate to promote excellent classroom practice and sustain curriculum innovation.
- To deliver and model outstanding teaching and best practice within a Key Stage on a consistent basis.
- To have clear intentions for pupils' learning and to use knowledge of school policy and curriculum to plan differentiated work to meet the needs of individuals and groups promoting progression, continuity and quality of learning.
- To use a variety of suitable teaching and learning styles and to communicate clear learning objectives and expectations.
- To support the management of pupils' behaviour taking into account their personal, social and emotional needs.
- To use relevant classroom management strategies to ensure that a purposeful environment for teaching and learning can take place and to lead by clear example in this regard.
- To promote pupils' spiritual, moral, social and cultural development and contribute to the positive ethos of the school.
- To assist teachers within the department to plan effectively and organise pupils' profiles of work, helping SLT to ensure that each pupil has high quality records of achievement and indicators of progress, using both qualitative and quantitative data.
- To assist teachers with report writing for annual review and the writing of high quality pupil targets, quality assuring the same.

Management of Learning and Teaching (specific)

- With SLT be responsible for the implementation and management of the school's strategic processes and vision for best practice pedagogy and pastoral support in relation to MLD and other SEN, including involvement in appraisal and/or capability processes as relevant.
- Play a key role in the monitoring of quality within a Key Stage, undertaking observations and learning walks as appropriate.
- Review relevant policies and adapt as appropriate.
- Develop quality and relevant curricula and development plans for a Key Stage that raise achievement within discrete provision and across the school as appropriate, ensuring that cross-curricular elements are reflected, in particular multi-cultural issues, equality of opportunity and personal and social education.
- With regard to the above, contribute as part of the wider SLT to the development of high quality curricula for Post 16, and ensure effective transition routes into this provision.

- Have a clear overview of a Key Stages pupils' preparation for and transition into our accreditation pathways, ensuring that accreditation is relevant to their onward destination, sufficiently challenging and matched to each pupil's potential.
- Work proactively with all relevant stakeholders to ensure that a Key Stages pupils' preparation for and transition into our pathways are relevant, appropriate and achievable.
- Oversee an annual programme of work experience for a Key Stages pupils.
- Oversee and evaluate teachers' planning and assessment and offer coaching as appropriate.
- To keep up-to-date and disseminate information, including legal/national requirements, INSET and staff development meetings.
- Give progress reports on the above to SLT as required for the purposes of school self-evaluation and action planning.

Management of People, Pupils and resources.

- To establish and maintain a positive regard towards both pupils and staff.
- To lead and work as a member of a team, planning co-operatively, sharing information, ideas and expertise.
- To promote links between the school and pupils' families, external agencies and the wider community.
- To establish good relationships with parents to promote pupils' learning and development.
- To organise and maintain a stimulating working environment appropriate for children within a Key Stage.
- To work closely within the SLT to ensure effective financial planning, efficient use of resources and best value for money.
- To ensure that resources are organised and readily available to promote learning and to assist in the efficient deployment of resources in the school, including financial resources.
- To support the maintenance of an attractive and purposeful working environment, including high quality display.
- To oversee the induction programmes of new staff within a Key Stage.

Evaluation and Quality

- a. Assess pupils' achievement and use assessment mechanisms as appropriate.
- b. Monitor and assess pupils' work and use assessment to inform planning and identify individual needs. Use these assessments to set appropriate targets.
- c. Keep effective and in-depth records of pupil progress and report achievement in lines with school policy and statutory requirements
- d. Write reports for Annual Review as appropriate and provide high quality evidence to present at review.
- e. Gather evidence of work, lead and take part in moderating work from across a Key Stage.

Whole-school responsibilities

- a. To contribute to the school improvement planning and school self-evaluation process as appropriate.
- b. To be a proactive member of the Leadership Team and act as a professional role model.
- c. As Appraiser and Appraisee, to participate in the performance management/appraisal process agreed in school, in line with national guidelines and school policy.
- d. To keep abreast of developments within education and the special sector at local, national and international level.
- e. Attend and deliver school based in-service training.
- f. Take an active part in identifying and working on one's own professional development needs.
- g. Lead assemblies as required.
- h. Register pupils at the beginning of the morning and afternoon sessions.
- i. Develop suitable rotas and supervise pupils in the playground and/or at lunch/play according to the rota.
- j. Lead extra-curricular clubs and activities as appropriate
- k. Attend weekly staff meetings and staff training.
- l. To play a full and active part in the life of the school.
- m. Undertake any other duties as reasonably required by the Principal.

Safeguarding

Carew Academy is committed to providing equality of opportunity and to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The post holder will be a member of the school's Safeguarding Team, be required to adhere to the school's safeguarding procedures and policies and be seen to actively promote Carew Academy's safeguarding systems among staff under his/her line management.

KEY ORGANISATIONAL OBJECTIVES

The Post-holder will contribute to the school's objectives in service delivery by:

1. Enactment of Health and Safety requirements and initiatives as directed
2. Ensuring compliance with Data Protection legislation
3. At all times operating within the school's Equal Opportunities framework

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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.

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Person Specification

QUALIFICATIONS AND TRAINING	
Qualified to degree level and above	Essential
Qualified to teach in the UK	Essential
Right to work in the UK	Essential
Recent and relevant professional development	Essential
EXPERIENCE	
A proven track record of recent and successful teaching in a secondary setting of any type	Essential
Successful experience of differentiating and teaching the National Curriculum for children with learning difficulties	Essential
Experience of teaching students with a diagnosis of ASD	Desirable
Experience and knowledge of strategies to support students with a variety of learning difficulties.	Desirable
KNOWLEDGE AND UNDERSTANDING RELEVANT TO THE JOB	
Good understanding of current theory and practice of best practice in teaching and learning	Essential
Thorough knowledge of the National Curriculum and National Literacy and Numeracy Strategies	Essential
Good subject knowledge of core National Curriculum subjects and sound knowledge of foundation subjects	Essential
Knowledge and understanding of accreditation	Essential
Knowledge and understanding of transition	Essential
Understanding of effective strategies for maintaining high standards of discipline within the classroom and in accordance with the school's policy.	Essential
An understanding of equality of opportunity issues and how they can be addressed in schools.	Essential
SKILLS AND ABILITIES	
To demonstrate the skills of a good teacher, including ability to: <ul style="list-style-type: none"> • Interest, encourage and engage pupils; • Provide appropriate levels of challenge, so that pupils make good progress; • Use methods and resources that enable all pupils to learn effectively; • Use assessment information effectively to plan next steps in children's learning • Make effective use of time; • Secure high standards of behaviour; • Make effective use of teaching assistants and other support; • Enable pupils to acquire new knowledge and skills; • Enable pupils to develop the skills to work independently and collaboratively; • Enable pupils to develop self-esteem and respect for others; • Create a well organised, stimulating learning environment in line with the school policies. 	Essential

Leadership qualities including ability to lead, motivate and enthuse others	Essential
Ability to provide a model of best practice within own and others' classrooms.	Essential
Ability to take a leading role in the promotion of a school ethos that promotes high achievement.	Essential
Good communication skills, including with pupils, parents and carers, other staff and external agencies.	Essential
The ability to lead in-service training.	Essential
To be flexible, accessible and approachable.	Essential
A commitment to raise achievement.	Essential
The ability to provide leadership to a team in planning and implementing the curriculum.	Essential
A commitment to furthering own professional development and to the principle of continuous improvement.	Essential
A superb attendance record	Essential