



THE KEYS FEDERATION ACADEMY TRUST

'Unlocking Each Child's Potential'

The Keys Federation Multi-Academy Trust is a values-led organisation comprising of Christian and community schools. All staff are expected to support the Trust's ethos and our 'Spirit of Purpose'.

JOB DESCRIPTION – Assistant Principal

MAIN PURPOSE OF THE ROLE:

To make evaluations of teaching, learning, personnel, finance and premises issues as a supportive and well-motivated team member, working within the agreed Assistant Principal protocols.

KEY RESPONSIBILITIES:

To coordinate planning, teaching and learning, and monitor standards within the Key Stage/Phase.

To liaise, as part of the leadership team, within the school and the Federation to ensure outstanding future development.

To uphold the Christian/Community Ethos of our Federation school.

As an employee with The Keys Federation, staff may be required to work at any school within the Federation.

MAIN TASKS:

The Assistant Principal will:

- contribute to establishing the core values of the team and their practical expression;
- contribute to management decisions on all aspects of policy, development and organisation;
- sign and uphold the Federation's Code of Conduct;
- alongside the Director of Academy Excellence and Principal, monitor and evaluate pupil achievement and attainment throughout the school;
- liaise with the directors, when appropriate, to facilitate their overview of school management;
- assume responsibility for the management of the school in the absence of the Director of Academy Excellence/Principal;
- lead by example as a teacher and as a manager;
- lead staff in their role of collaboration and learning and in the development and implementation of curricular initiatives;
- attend SLT meetings as required, and report back to staff when necessary.
- establish good relationships, encourage good working practices and support and lead teachers in the Key Stage/Phase;
- lead, support, motivate and direct support staff working within the Key Stage/Phase;
- oversee all aspects of the Key Stage/Phase organisation and management; including preparing agendas and chairing meetings, in order to ensure that policies and practices are being delivered;
- lead by example in all areas of the curriculum;
- monitor the standards of behaviour and achievement within their year group and across the Key Stage/Phase;
- take some responsibility for the pastoral care of pupils in the Key Stage/Phase, including involvement in lunchtime duties, when necessary;
- liaise closely with other senior leaders to ensure continuity and progression across the Key Stages/Phases;
- oversee the induction process of new members of staff within the Key Stage/Phase;
- co-ordinate collective worship alongside the Principal;

- co-ordinate and oversee the organisation of visits and extra-curricular activities within the Key Stage/Phase;
- Co-ordinate the development of a cohesive and effective long-term plan in the curricular areas they are responsible for leading;
- ensure that medium-term planning meets all National Curriculum requirements;
- review, monitor and evaluate current practice (including schemes and policies) and provide feedback to the Senior Leadership Team;
- support, motivate and advise staff, and work alongside them in the development of their classroom practice, where appropriate;
- lead by example, through good classroom practice;
- disseminate information to the staff, and provide INSET to promote staff development and improve classroom practice;
- contribute to action-planning in the subject for the School Improvement Plan;
- maintain an up-to-date knowledge of local and national initiatives, by attending relevant courses;
- Encourage inter-school links and events of mutual benefit to all children including participation in school events outside of working hours.
- be responsible for the budget allocated to Key Stages/Phases, and prioritise resource needs as indicated in the Academy Trust's Improvement Plan.

As a class teacher you will:

- teach a class of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs;
- maintain the positive ethos and core values of the school, both inside and outside the classroom;
- contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors;
- ensure that the current national conditions of employment for teachers are met.

Duties:

The Class Teacher will:

- implement agreed Federation policies and guidelines;
- support initiatives decided by the Federation Executive Team, Director of Academy Excellence, Principal and staff;
- plan appropriately to meet the needs of all pupils, through differentiation of tasks;
- be able to set clear targets, based on prior attainment, for pupils' learning;
- provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils;
- keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning;
- report to parents on the development, progress and attainment of pupils;
- maintain good order and discipline amongst pupils, in accordance with the Federation's behaviour policy;
- participate in meetings which relate to the school's management, curriculum, administration or organisation;
- support collaboration and learning in an agreed subject area
- communicate and co-operate with specialists from outside agencies;
- lead, organise and direct support staff within the classroom;
- participate in the performance management system for the appraisal of their own performance, or that of other teachers.

Safeguarding

The Keys Federation Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people at all times. The Assistant Principals will be responsible for promoting and safeguarding the welfare of all children for whom they are responsible, or with whom they come into contact, in accordance with the Federation's Child Protection Policy.

Signed Post Holder

Name Post Holder

Date



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PERSON SPECIFICATION – Assistant Principal

ESSENTIAL SKILLS/QUALIFICATIONS

Degree and Qualified teacher status

Recent participation in a range of relevant continuing professional development

Excellent classroom practitioner

Relevant teaching experience across all Primary Key Stages

Experience of more than one school

Commitment to the development of the Christian/Community character of the school, its pupils and staff

Vision for the fostering and development of the Christian/Community ethos of the school

Experience in leading worship/assembly

Awareness of ways of developing religious education and worship/assembly

Indication of how relationships would be fostered and developed between the school, local church, parish and community

Commitment to working with the family of the Diocesan schools to promote Christian education

Should be able to demonstrate a good knowledge, understanding and awareness of pupils' educational development; school leadership and management; curriculum and assessment including subjects and cross curricular aspects, tracking and targetsetting

Good knowledge of school improvement strategies and the application of ICT to teaching, learning and management

Good knowledge of local and national policies, priorities and statutory frameworks

Leadership skills....which ensure that all those involved in the school are committed to its

Christian and Community ethos and aims

Decision making and communication skills

Self-management and interpersonal skills

Personal impact and presence

Ability to think analytically and flexibly to set targets with which to measure progress

Commitment to and participation in the full life of the school

DESIRABLE SKILLS/QUALIFICATIONS

Experience in a Church school

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Assistant Principal Protocols

Strategic Role within the School's Senior Leadership Team

- Represent the views and interests of the Key Stage/Phase in the SLT and report on standards in the Key Stage/Phase
- Share responsibility for school self-evaluation, school improvement planning, staff deployment and development across the school
- Lead a curriculum area(s) and monitor the work of all subject leaders to ensure continuity, progression and accountability
- Take a lead role in mentoring within the school, supporting and developing good practice of other trained mentors within the school
- Lead on support across the Federation and within the Consortia
- Contribute to school activities such as parental workshops and links with the wider community
- Represent the school when the Director of Academy Excellence/Principal are not available
- Proof read Key Stage/Phase reports
- Receive overview of budget and spending within SLT meetings
- Contribute to, lead and develop strategic role across the Federation

Curriculum Development, Teaching and Learning

- Be responsible for ensuring broad and balanced curriculum provision across the Key Stage/Phase, focused on high achievement
- Ensure at least good progress in mid year, end of year and/or end of Key Stage assessments
- Ensure all teaching is good, much outstanding and act as a role model to others
- Contribute effectively to the work of the wider team
- Liaise with other Assistant Principals to ensure continuity and progression across Key Stages/Phases
- Develop and enhance classroom practice in all curriculum areas across the Key Stage/Phase
- Ensure and rich, engaging and stimulating environment for children and act as a role model to others demonstrating high standards and expectations
- Manage mid year, end of year and end of Key Stage assessments
- Monitor and evaluate planning, teaching, learning and assessment in the Key Stage/Phase and standards of pupil achievement and progress through drop-ins; book scrutiny; planning; interventions; data analysis – as per monitoring schedule
- Liaise with the Director of Academy Excellence and Principal regarding assessment and target setting throughout the Key Stage/Phase
- Ensure school visits and extra curricular activities and undertaken in the Key Stage/Phase. Deliver an extra curricular activity each term
- Take ownership of/seek appropriate opportunities for CPD and use the outcomes to effectively improve pupils' outcomes

Pastoral Care

- Deliver both Key Stage/Phase and whole school collective worship/assembly
- Line manager responsibility for monitoring pupil's welfare and standards of behaviour in the Key Stage/Phase, supporting and guiding staff on appropriate strategies, leading the positive behaviour management policy, meeting parents where necessary and liaising with the Principal on complex issues
- On leadership days, overseeing lunchtime in the hall and before and after school on the playground

- Attendance at community events

Key Stage/Phase Leadership

- Lead by example, promoting outstanding classroom organisation and management
- Take part in appointment procedures and oversee the induction process within the Key Stage/Phase
- Organise and chair Key Stage/Phase meetings
- Termly data analysis meetings with Director of Academy Excellence and Principal as SLT
- Act as a team leader in relation to Performance Management and the professional development of staff – 1-2 teachers plus Key Stage/Phase teaching assistants
 - **Autumn** – Performance management meeting to set targets and observations
 - **Spring** – Mid-year review meeting
 - **Summer** – End of year performance management meeting

Half-termly Key Stage/Phase monitoring cycle for Leadership time to include:

Scrutinise planning with written feedback

Drop-ins – no more than 20 minutes – consistent theme across Key Stage/Phase with written feedback

Book scrutiny – three from each class – written feedback

Drop-ins for teaching assistants – interventions

Data analysis for progress

Analysis of communication in planners

Pupil voice, questionnaires and analysis