

Paradigm Trust

Job Description

Post Title: Assistant Principal -(Deaf Support Base)

Grade: Leadership Scale L10 – L17

Responsible to: Principal

Responsible for the performance management of:

- All teachers in the key area.
- Members of support staff working in the key area.

To have overall coordination of the work of:

The team within the key area (Deaf Support Base). This includes managing the audiological support for the DSB.

Main activities and responsibilities

1. Duties

- 1.1** The School Teachers' Pay and Conditions document describes the duties which are required to be undertaken by Assistant Principals in the course of their employment. In addition certain particular duties are reasonably required to be exercised, and completed in a satisfactory manner. It is the contractual duty of the post holder to ensure that his/her professional duties are discharged effectively.
- 1.2** This job description sets out the duties to be undertaken and performed to the satisfaction of the Principal and Chief Executive Officer by the post holder in the role of Assistant Principal with responsibility for a key area in the academy.
- 1.3** The post is class based although there will be time out of class available for you to manage your responsibilities and this may alter in light of the academy's changing needs.

2. Particular responsibilities

Management responsibility

1. To be responsible for the ongoing development and monitoring of the quality of teaching and learning throughout the key area/ academy and thus to raise achievement.
2. To deputise for the Principal when he/she is off-site.

3. To take whole academy responsibility for the leadership and management of at least one of the school's key issues in the academy improvement plan.
4. To take overall line management responsibility (including performance management) for core staff and any additional members of staff. At the time of writing there are 3 Teachers of the Deaf, 1 Nursery Nurse, and 13 Teaching Assistants deployed within the Deaf Support Base.
5. To facilitate effective liaison and communication between the Principal and the key area/ academy team.
6. To be a good role model of professional behaviour to colleagues both in terms of learning and teaching and in dealing with pupils, parents/ carers, Academy Council members, Directors, visitors and colleagues providing support, respect and motivation.
7. To participate in and take responsibility for specific aspects of the day to day running of the academy including the arranging of assemblies, rotas, timetables and cover for absent colleagues.
8. To meet weekly with the Principal to plan and review developments in the academy during term time and occasionally during holiday periods e.g. before the beginning of the academic year.
9. To assist in the writing of the academy improvement plan which incorporates the aims, vision and values of the academy.
10. To assist in the regular reviews of the academy improvement plan to construct a programme of INSET to support staff development.
11. To participate in the selection and appointment of staff for the academy.
12. To keep up to date on relevant educational issues and legislation and discuss this regularly at leadership and management meetings.
13. To determine, in conjunction with staff, ways of promoting and maintaining the Trust's ethos as articulated in the academy improvement plan and thus raise achievement.
14. To attend and lead staff, team and leadership and management meetings in accordance with the role and responsibilities and ensure they are effectively and efficiently run.

Curriculum and teaching responsibility

All Assistant Principals have a responsibility for the whole curriculum as well as standards in teaching and learning.

They must:

1. Be an exemplar of good classroom practice to colleagues in terms of planning, delivery differentiation, assessment, display, record keeping and classroom management.
2. Conduct assemblies and acts of reflection with pupils.
3. Ensure that an appropriate curriculum is offered to all pupils having regard for individual needs, experience, interests, aptitudes, stages of development and the resources of the academy and thus raise achievement.
4. Support and encourage extra curricular activities to enhance pupil learning experiences.

Specific management responsibility

Each Assistant Principal will have specific areas of responsibility to coordinate as detailed below:

1. To lead on the **whole academy's approaches to raising standards** including the design and consistent implementation of a whole academy strategy for continually improving standards of achievement.
2. To manage **the work of all staff** in the key area ensuring, through consistent implementation, that the academy meets all of its obligations to staff and pupils.
3. To lead on the development and implementation of a **key issue in the academy improvement plan** developing, where appropriate, improvements in the teaching, learning and curriculum for all pupils.
4. Ensure that the academy has **policies in place for teaching and learning** consistently – keeping them under review and making adjustments as deemed appropriate and necessary.
5. Ensure that the academy is meeting the needs of all pupils and in particular has a strategy to raise the **achievement of underperforming pupils**. The post holder will be responsible for devising and reviewing IEPs for pupils in the DSB; and for ensuring special arrangements are in place for hearing-impaired pupils to take assessments.
6. To ensure that **pupil progress** in the key stage and the curriculum is monitored, recorded and reported according to the Trust's policy and legal requirements.
7. In partnership with the Principal, lead developments in the academy to address the **Children and Families Act 2014** and ensure that pupil welfare is a top priority.
8. To manage and assist the academy's leadership in the management and delivery of provision for Pupil Premium pupils.

Accountability

1. To work closely with the Principal in supporting the work of the Trust's Board of Directors, advising and reporting at Trust committee meetings as required.

2. To work in accordance with national and agreed Trust policies and to liaise with education consultants, inspectors and others, particularly improvement partners, with regard to standards of achievement.
3. To further develop relationships between the academy and its local community being aware of local community expectations of the academy and sharing these with the Principal.

Administration

1. To compile statistical returns for the relevant authorities as required.
2. To assist the Principal and the Trust's Finance team with the management of the academy's delegated budget and oversee management of resources in those areas that are line managed.
3. To supervise any arrangements to do with professional development and pay and conditions of staff with the Trust HR team within the key area.

Working relationships

To develop effective working relationships with all members of the academy community with sensitive regard for issues connected with race, gender, disability, ethnic, cultural origin or social circumstances.

General

To undertake other duties commensurate with the level of the post as deemed appropriate by the Principal/ Directors / CEO.

Note:

The duties and responsibilities of the post may vary from time to time according to the changing needs of the Trust. The areas of responsibility in the job description may be reviewed at the discretion of the Principal in the light of those changing requirements and in consultation with the post holder and Directors.

Key organisational objectives

The postholder will contribute to the Trust's objectives in service delivery by:

- The enactment of Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation
- At all times operating within the Trust's Equal Opportunities framework
- The commitment and contribution to improving standards for pupils
- Acknowledging customer care and quality initiatives
- Contributing to the maintenance of a caring and stimulating environment for pupils

Special Conditions of Service

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to safeguarding. If candidates are successful in their application, prior to taking up post, they will be required to meet the latest vetting and checking procedures. A DBS enhanced disclosure that is satisfactory to us will be a condition of appointment.

Equal Opportunity

Adhere to the Trust's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

Commensurate Statement

Undertake any other reasonable duties commensurate with the role as determined by the Principal/CEO.

Child Protection

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Trust.

Signature of post holder: _____

Name of post holder: _____

Date: _____

Signature of Principal: _____

Person Specification

Post Title: Assistant Principal with responsibility for a key area of the academy (Deaf Support Base)

	Application	Interview
Qualifications		
Educated to degree level.	✓	
Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS.	✓	
Qualified teacher of the deaf.	✓	
Experience		
Must have taught in the foundation stage, key stage 1 and / or key stage 2	✓	
Must be able to demonstrate experience of effecting change in teaching, learning and/ or curriculum either at class, key stage or whole school level.	✓	
Professional Knowledge and Understanding		
Must have a sound understanding of the skills and attributes involved in effective leadership and management.	✓	
Must understand the expectations in the Ofsted framework regarding effective leadership and management.	✓	
An excellent understanding of curriculum and pedagogical issues relating to learning and teaching, including the latest inspection and research findings in the effective teaching from foundation stage through to key stage 2.		✓
Knowledge of effective strategies and how to meet the needs of all pupils, in particular the underachieving groups of pupils with EAL and SEND.		✓
To have a good understanding of the needs of pupils who have recently arrived in the country and / or pupils who are vulnerable to high levels of mobility and be able to use this knowledge to inform policy and practice.		✓
Have a good understanding of positive effective strategies for whole school behaviour management	✓	
To understand the principle of equal opportunity.		✓
Understanding of and commitment to the safeguarding of children.		✓
Professional Skills and Abilities		
A strong classroom practitioner.		✓
Must be able to plan lessons effectively for all the pupils in a class, setting clear learning intentions and differentiated tasks and able to demonstrate the effective use of ICT to enhance the learning and teaching for all.		✓
Must be able to analyse data effectively to assess whole school performance and progress.	✓	✓

Must be able to present data in such a way to support the effective tracking of individual pupil progress.		✓
Have the ability to manage and report the use of a budget allocation.		✓
Personal Qualities		
Must be willing and enjoy engaging parents/ carers in order to encourage their close involvement in the education of their children.	✓	
A teacher with a flexible approach to work who enjoys being a good team member.	✓	
Must have good communication skills, both orally and in writing.		✓
Must be able to manage own work load effectively and respond swiftly to tight deadlines.	✓	
Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships.		✓
Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit.	✓	
Willingness to, and ability to, run whole school inset.	✓	
Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others and deal with challenging questions.		✓