

JOB DESCRIPTION

Assistant Principal

Severndale Specialist Academy Vision:

Our children and young people are aged 2 ½ to 25 and have an EHCP. Our cohort includes a wide variety of SEND including, moderate, severe, complex and profound learning difficulties including those with autism, complex medical conditions and physical and mobility difficulties. All of our pupils require additional support regarding communication and many require other additional external specialists to support progress.

Our vision is clear...

Enabling communication, independence and engagement for life

Purpose of the Post:

The purpose of this role is to assist the Principal, 2 Vice Principals and the Leadership Team in the leadership and management of effective strategies to support teaching and learning throughout the Academy and to achieve the outcomes required by Government regulations and the academy Raising Attainment Plan adopted by the Governing Body.

As an Assistant Principal you will nurture and support the ethos of positive communication, collaboration and engagement to ensure the delivery of high-quality teaching and learning. This will be demonstrated by the way you carry out your duties as a Teacher and be an outstanding practitioner.

Key Accountabilities:

- To ensure our young people's EHCP and curriculum outcomes are achieved and progress is made for all pupils.
- To support all staff, provide clear direction and hold staff to account for any underperformance.
- To be responsible for the operational running of all aspects of the day-to-day organisation of a phase
- To plan, implement and monitor personalised provisions related to pupil EHCP needs

Role Specific Responsibilities will include:

- To lead on a key area of the Academy Raising Attainment Plan and be acceptable for the outcomes attached to this document.
- Support on the implementation of an agreed progressive curriculum for pupils within a Phase including monitoring lesson delivery, pupil assessment, recording progress and intervention.
- Establish firm links with Specialist Support Services and other professional colleagues in-line with the Academy Vision in order for our pupils to receive their full entitlement of support, development, and stability into adulthood.
- Ensure that appropriate communication strategies are in place across the phase through close liaison with all professionals and parents.



- Co-ordinate a social calendar to encourage parental liaison through a variety of inclusive and purposeful activities that may include coffee mornings, special assemblies and workshops, designed to enhance understanding and learning of our parents/carers and pupils.
- Undertake a teaching timetable commitment across your Department/Academy as appropriate.

Professional Duties will include:

- To develop and implement policies for the department which reflect the Academy's commitment to high achievement and effective teaching and learning.
- To attend Leadership and Phase Lead meetings when required and make contributions to whole school strategic direction and development.
- To create a climate which enables staff to maintain positive attitudes to the specific needs of our pupils through agreed strategies, developments and processes.
- To ensure pupils make progress equal to or better than expected on the basis of prior attainment data .
- To ensure that pupil progress is monitored, collated and analysed so that appropriate measures are taken to address under achievement of groups and individuals.
- To ensure that work with pupils underpins and promotes the schools ethos, values and reflects all aspects of SMSC.
- To ensure that within classes each pupil has their needs met through an appropriately personalised curriculum, timetable and strategy that enables engagement and progression.
- To ensure effective learning takes place through consistent high-quality teaching and innovative practice.
- To work with medical, physiotherapy, speech and language therapy specialists within the school.
- To liaise with parents, carers and any external agencies involved with the pupils.
- To ensure that evidence of progress over time is co-ordinated for each student.
- To ensure that Annual Review procedures are fully met.
- To join the Principal, Strategic Business Manager, 2 vice principals and Assistant Principal's as a member of the Leadership Team and to undertake the day to day running of the Academy following the direction of the Principal.
- To assist in the formulation of the Academy's overall aims and objectives and their implementation towards the Academy Vision.
- To meet regularly with the Senior Management Team to discuss matters of policy and strategic development.
- To nurture and support Department teams through a coaching/mentoring approach in order to empower staff, develop new staff, and shape future leaders.

Pupil Progress:

- Scrutinise performance data and analyse progress across the curriculum of groups and individuals against expectations, including pupil outcomes for LAC, Pupil Premium and FSM in collaboration with key people as appropriate.
- Highlight positive performance and reward students appropriately.
- Identify under-performance and establish underlying causes.

- Instigate measures to address the causes of identified under performance and monitor effectiveness.
- Monitor progress in pupil personal development and implement measures to address any identified concerns.
- Ensure that effective induction procedures are followed to ensure newly admitted students can optimise their learning potential.
- Liaise with Designated Safeguarding Leads regarding Child Protection and Safeguarding issues and attend related meetings as appropriate.

Attitudes to learning:

- Monitor behaviour and implement behaviour plans as appropriate for individuals and groups in all areas of the curriculum and outside. This includes the classroom areas and other environments.
- Promote positive attitudes to learning. Establish and maintain a culture of professional development and continuous improvement within the departmental team, setting an example as the lead learner.
- Ensure staff understand that all behaviour is communication

Teaching and Learning:

- Undertake teaching (timetabled) within or across any area of the school.
- Undertake a lead role in a whole school aspect of the Academy to promote inclusion and participation and have impact across the Academy.
- Plan lessons and sequences of lessons ensuring learning has purpose, is progressive and is personalised to meet individual learning needs.
- Fully utilise a range of augmentative communication strategies as appropriate to meet the needs of individual students to ensure that there is consistency of approach both in and outside of the classroom/lesson situation.
- Utilise a range of appropriate teaching strategies to ensure that lessons are engaging and appropriate to age, ability and need.
- Ensure that teaching reflects the diversity of backgrounds and needs of students and promotes mutual respect of all cultures, race, sexual orientation and socio economic groups.
- Ensure that assessment and attainment informs teaching through a systematic AfL approach in-line with policy.
- Take responsibility for personal Continuing Professional Development.
- To ensure that knowledge and skills are kept up to date.
- Contribute to the sharing of good practice and innovation through the promotion of a positive mind-set and 'can-do' approach within effective teams.
- Contribute to regular curriculum review to help develop and maintain a relevant, stimulating and motivating integrated curriculum.
- To ensure that trainees and Newly Qualified Teachers are appropriately trained, monitored, supported and assessed in relation to national standards.

Safeguarding:

In carrying out any of the role set out below, your role of **'Deputy'** Designated Safeguarding Lead should be guided by two important principles. First, following the Children Act 1989, the principle that the welfare of the child should be paramount. Second, the principle that confidentiality should be respected as far as possible (without compromising the first principle).

It is **essential** that **'Deputy'** designated safeguarding leads are familiar with the content of the following key documents:

- the Department for Education's (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education' 2021
- 'Working Together to Safeguard Children' 2018
- Ofsted Inspecting safeguarding in early years, education and skills settings 2019
- The Prevent duty July 2015
- Shropshire Safeguarding Community Partnership (SSCP) Threshold Guidance Document
- Early Years Foundation Stage Statutory Framework 2017 (EYFS)

As **'Deputy'** Designated Safeguarding Lead you:

- Should be an experienced member of staff, from the school or college.
- Must take **responsibility** for safeguarding and child protection.
- Should be fully conversant with the SSCB child protection (CP) procedures and act on child abuse within school.
- Provide support and guidance to all members of staff
- Should liaise with designated staff for Looked After Children (LAC) and 14-19 placements.
- Are responsible for referring individual cases of suspected abuse to relevant Local Authority (LA) Children Services area (following SSCP guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.
- Should undertake "Prevent" awareness training and support with this within the school/college.
- Will have responsibility to act as a school-based resource on CP issues for staff.
- In greater detail, this involves the following:
- Supporting staff, both teaching and non-teaching, to have access to the SSCP procedures for CP and that all cases of suspected abuse are reported in the correct way.
- Supporting staff who make referrals to local authority children's social care.
- Referring cases to the "Channel" programme where there is a radicalisation concern as required.
- Supporting staff who make referrals to the "Channel" programme.
- Supporting the school/college to be compliant with the 'Prevent' duty requirements so that:
 - o all staff are trained in awareness of "Prevent"
 - o You are clear about your supporting role in respect of "Prevent" and the process of a "Prevent" referral.

Working with others – as **DEPUTY** Designated Safeguarding Lead, you will:

- Liaise with the senior Designated Safeguarding Lead, head teacher or principal to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the "case manager" and the Designated Officer in the Local Authority (LADO) for child protection concerns.
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

This list is not exhaustive, please refer to Annex B in KCSiE 2021 for more detailed guidance.

Conditions of Service:

To provide for the education and welfare of a designated class/group of pupils in accordance with the requirements of the Conditions of Employment.

Having due regard to the requirements of the National Curriculum, the schools aims and objectives, schemes of work, and to adhere to the policies and procedures adopted by the Trustees of the academy.

The above job description does not define in detail all of the duties and responsibilities of the post in question. It may be necessary to re-evaluate areas of responsibility. After due consideration and discussion areas may be amended in consultation with the Principal.