

DOVE HOUSE ACADEMY

JOB TITLE: ASSISTANT PRINCIPAL

KEY RESPONSIBILITY: Pupil Progress

All members of the leadership team will:

- Support the values, vision, ethos and policies of Dove House Academy and Solent Academies Trust to deliver the highest quality of learning and teaching and to promote best possible outcomes for all pupils.
- Work actively across the two sites of the academy, 11-16 and Post-16, promoting high expectations and ensuring consistency of approach at each site, in line with the academy's vision.
- Work together to create a community of pupils, parents and staff where there is high ambition, strong teamwork and mutual support.
- Work together to lead and manage the creation and development of the academy strategic plan which identifies priorities and targets for ensuring pupils achieve the highest standards, make the best progress possible and are fully prepared for life after Dove House.
- Support the academy self-review process, evaluating the effectiveness of teaching, interventions and pastoral support, and identifying areas for celebration and development.
- Promote an excellent learning environment which supports a positive approach to learning, modelling high quality teaching and effective support for behaviour.
- Promote Preparing for Adulthood in all aspects of their work.
- Develop and maintain excellent relationships with families, the academy committee, outside agencies and the local community to ensure the best possible outcomes for pupils and their families.
- Contribute to the academy's CPD plan, ensuring staff are well inducted, trained and developed to support pupils to co- and self-regulate.
- Participate in the recruitment, induction and development of teaching and support staff.
- Support staff success and wellbeing through empowerment and through establishing clear systems and processes for all aspects of academy life.

Key Objectives:

1. Develop the academy, in partnership with all schools in Solent Academies Trust, as a learning community with high aspirations that leads to strong educational, social and emotional and life outcomes for children.
2. Collect, collate, analyse and present attainment data and use it effectively to improve pupil outcomes.

3. Ensure that every pupil has a comprehensive Personalised Learning Plan that is regularly reviewed and kept up-to-date
4. Be the academy's lead for pedagogy, working closely with leaders in other trust academies to ensure approaches to teaching and learning are engaging and innovative for all cohorts and constantly evolving to meet pupil need
5. Contribute to the academy's self-evaluation and lead change programmes for identified areas of the academy's improvement plan.
6. Alongside other senior colleagues, be responsible for the annual CPD plan / schedule which supports school improvement priorities, and work closely senior and wider leaders to plan, organise, implement and evaluate the impact of this plan.
7. Be the academy's Lead for Personal Development, including PSHE and Preparing for Adulthood (PfA)
8. Champion, model and lead on relevant CPD, including induction, for staff.
9. Under the direction of the Vice Principal, implement the academy's quality assurance and monitoring processes within Teaching & Learning.
10. Support the Assistant Principal for Pupil Support in the co-production and use of Pupil Support Plans.
11. Work alongside the Principal to manage and resolve concerns and complaints.
12. Present evidence of achievement in different formats for a range of audiences including the Trust leadership team, trustees, academy committee, senior leadership team, and external bodies.
13. Be the academy's Exams Officer
14. Be a Deputy DSL as part of the school safeguarding and child protection team.
15. Line manage a number of wider leaders and a HLTA for qualifications and accreditations
16. Be the named internal verifier for external accreditations, carrying out verification work and submitting evidence and data to exam boards and accreditors.
17. Be the academy's named ITTCo and ECT Induction Tutor
18. Be the academy's named contact for volunteers
19. Be the academy's Pupil Premium Lead

The Assistant Principal may have a teaching commitment commensurate with the leadership demands of the role.

Person Specification

<u>Criteria</u>	<u>Essential</u>	<u>Desirable</u>	<u>Evidence from:</u>
Qualifications, career development and experience	<ul style="list-style-type: none"> ◆ Qualified teacher status ◆ Evidence of recent leadership and management experience ◆ Experience of teaching pupils with learning disabilities, including pupils with severe learning difficulties ◆ Experience of analysing and using data to inform improvement planning ◆ Experience of holistic person-centred planning for pupils with severe and complex learning disability ◆ Understanding of early child development ◆ Experience of the Engagement Model 	<ul style="list-style-type: none"> ◆ Qualification in special education ◆ A Postgraduate qualification ◆ Leadership qualification, e.g. NPQSL, NPQML ◆ Evidence of leading impactful staff development in school 	Application form
Personal qualities and leadership	<ul style="list-style-type: none"> ◆ A demonstrable understanding and commitment to Relational and Restorative Practice and trauma-informed approaches ◆ An ability to have 'courageous conversations', with sensitivity and best outcomes for pupils at the heart of decision-making ◆ A commitment to the development and success of the school ◆ Demonstrate a flexible attitude and an innovative approach to managing complex issues 	<ul style="list-style-type: none"> ◆ Experience of managing significant change 	Application form Interview Reference

	<ul style="list-style-type: none"> ◆ Commitment, enthusiasm and drive to achieve ◆ Effective presentation and communication skills ◆ Ability to create, sustain and develop team working ◆ Demonstrate the ability to lead and to manage change, showing empathy to the various stakeholders ◆ Ability to work under pressure ◆ Ability to delegate effectively ◆ Show a proven commitment to the development of all staff ◆ Sense of humour ◆ Excellent attendance record 		
Pedagogy	<ul style="list-style-type: none"> ◆ Commitment to person-centred planning ◆ A working understanding of a range of approaches that work for pupils with SLD eg total communication, intensive interaction, TEACCH, Attention Autism, sensory-based learning ◆ A deep understanding of the importance of scaffolding and adaptive teaching for pupils with a range of SEND ◆ A commitment to ensuring the school is recognised as an excellent provision ◆ Experience of introducing and embedding a new policy / a process ◆ Experience of working as a DSL ◆ Evidence of excellent practice of effective deployment of support assistants 	<ul style="list-style-type: none"> ◆ Recent professional development ◆ Experience of using data in a range of ways, to raise standards ◆ Ability to use data and other forms of evidence to evaluate performance of pupil groups and plan an appropriate course of action for whole academy improvement ◆ Experience in planning and delivering effective staff training programmes ◆ Ability to analyse, prioritise and meet deadlines 	<p>Application form</p> <p>Interview</p> <p>Reference</p>

Qualifications/accreditations	<ul style="list-style-type: none"> ◆ Experience of planning and teaching range of qualifications for learners with a range of SEND including severe learning disability ◆ Experience of quality assuring pupil work and working with exam boards ◆ Knowledge of JCQ regulations and compliance 		<p>Application Form</p> <p>Interview</p> <p>Reference</p>
Staff CPD	<ul style="list-style-type: none"> ◆ Excellent organisational skills and the ability to multitask ◆ Experience of mentoring staff ◆ An excellent understanding of teacher and LSA standards ◆ A deep understanding of features of effective teaching and learning for pupils with a range of SEND including SLD ◆ An open mind to new approaches ◆ Experience of coaching conversations, with proven impact on teaching and learning 		<p>Application Form</p> <p>Interview</p> <p>Reference</p>