**POST TITLE:** Assistant Principal, Key Stage 3 – Gosforth Junior High

**LOCATION/BASED:** Gosforth Junior High Academy

**GRADE:** L13-L18

**RESPONSIBLE TO:** Principal -Gosforth Junior HighAcademy

**CORE PURPOSE:** To support the Principal in ensuring the smooth running of the school and effective implementation of the Trust's agreed vision, principles, strategies and policies.

To provide strategic leadership within the assigned areas of responsibility, securing the best possible outcomes and provision for all students and staff.

**MAIN DUTIES & KEY RESPONSIBILITIES**

1. Lead, manage and support a Key Stage 3 team of teachers as directed by the Principal.
2. Lead on pastoral issues within Key Stage 3
3. Support the Vice Principal in monitoring student progress and establishing intervention strategies to maximise student achievement at Key Stage 3.
4. Manage the Key Stage 3 curriculum, co-ordinating the input of subject specialists to ensure all areas are included and developed where appropriate.
5. Lead the management of behaviour and attendance issues in Key Stage 3 ensuring appropriate strategies are put in place to address any issues.
6. Organise review days and open evenings for Key Stage 3.
7. Contribute to the admissions process, managing and securing effective transition for students.
8. Lead PSHCE, Personal Development and Activities and Enterprise Week in conjunction with the Assistant Principal for Key Stage 2.
9. Lead provision for Gifted and Talented and Pupil Premium students at Key Stage 3, including monitoring progress and managing underachievement and pastoral intervention for Pupil Premium students.
10. Manage the link with Key Stage 3 Alternative Provision and dual registered students.
11. Lead the development and delivery of the Key Stage 3 assembly programme including instilling British values.
12. Lead on Careers Education.
13. Lead Key Stage 3 Catch up Intervention.
14. Attend the Fair Access Panel on behalf of the school for Key Stage 3.
15. Act as the designated person for Looked After Children at Key Stage 3.
16. Lead SEF procedures and development planning within Key Stage 3 with regard to student development.
17. Act as the school lead for mental health provision.
18. Act as the Designated Safeguarding Lead to lead safeguarding processes and procedures.

**GENERAL RESPONSIBILITIES**

1. Create and manage a learning environment and contribute to achieving a supportive culture and behaviour management strategy which enables learners to achieve their potential.
2. Contribute to the monitoring and development of teaching specialisms to ensure suitable opportunities are provided for learner aspirations to be met.
3. Plan effectively in the short, medium and long term and prepare lessons to ensure coverage of the curriculum and the differentiated needs of learners are met.
4. Apply a range of teaching and learning strategies, including implementing inclusive practices, to ensure that the diverse needs of learners are met and excellence and enjoyment is achieved.
5. Assess, record and report on the development and progress of learners including developing and maintaining Individual Learning Plans for a group of students and analysing relevant data to promote the highest possible aspirations for learners, targeting expectations and actions to raise learners’ achievements.
6. Demonstrate ongoing development and application of specialist knowledge to enrich the learning experience within and beyond the teacher’s assigned group of learners.
7. Work collaboratively within and beyond the classroom with support staff (including directing their day to day work), other teachers, professionals, parents, agencies and communities to enhance teaching and learning and promote the positive contribution and wellbeing of learners.
8. Contribute to the development and application of priorities, polices and activities in order to enable the achievement of whole school aims.
9. Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment, teaching and service delivery.
10. Contribute to the development and implementation of Praise and PSHCE.
11. Safeguard and promote the welfare of all children and young people.

**OTHER**

**GENERIC LEADERSHIP RESPONSIBILITIES**

1. Lead learning in Key Stage 3 by developing and implementing assessment strategies, data analysis and appropriate intervention programmes (including behaviour management) to ensure that identified standards of learner achievement are met.
2. Lead, develop and enhance the teaching and student development practice of others through monitoring/evaluation and promoting improvement strategies to secure effective teaching and learning and management of learners.
3. Lead, manage and develop the provision of programmes/activities that match learner aspirations and potential and achieve excellence for learners ensuring student development across the curriculum.
4. Line and performance manage a team of staff including contributing to
5. the effective recruitment, induction and development of its members to ensure objectives are achieved.
6. Facilitate an ethos which encourages staff to work collaboratively, share knowledge and understanding, celebrate achievements and accept responsibility for outcomes.
7. Ensure that Health and Safety policies and practices, including Risk Assessments, are carried out in-line with national and local requirements.
8. Contribute to the quality assurance of reporting to parents regarding student progress in accordance with the school’s overall systems.
9. Contribute to the school SEF and Development Plan.
10. Secure and maintain effective liaison and communication with feeder/partner schools and outside agencies.

**SENIOR LEADERSHIP TEAM RESPONSIBILITIES**

1. Take a lead in creating and maintaining a learning ethos.
2. Take responsibility for assigned elements of the school SEF and Development Plan.
3. Undertake teaching duties as assigned.
4. Be a visible and pro-active senior presence.
5. Be a regular senior presence at school events.
6. Develop and maintain effective professional relationships with Higher /Further Education partners, parents, Academy Advisory Group’s and relevant stakeholders.
7. Contribute to the assembly programme.
8. Support Principals and their Teams within other Gosforth Group schools as and when required.
9. Assist the Principal in managing the Ofsted process for the school during inspections with specialist support from the CEO and Executive Team.

The above duties are not exhaustive and you may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to you by the Trust.

It’s important that this document is kept up to date, so that everyone knows exactly what is expected of them and misunderstandings are avoided. This job description will be kept under review and may be amended via consultation with the individual and Trust as required. **PERSON SPECIFICATION**

**POST TITLE:**

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| --- | --- | --- |
| **SKILLS, KNOWLEDGE AND APTITUDES** | **ESSENTIAL** | **DESIRABLE** |
| Up to date knowledge and understanding of pastoral and behaviour protocols/research for Key Stage 3 | ✓ |  |
| Expertise in securing pupil progress and raising achievement particularly with Pupil Premium students | ✓ |  |
| Effective record keeping practices | ✓ |  |
| Effective analysis of pastoral data and achievement data | ✓ |  |
| A broad awareness of teaching and learning best practice and its link to achievement and progress | ✓ |  |
| Good organisational and people skills | ✓ |  |
| Ability to lead a large team | ✓ |  |
| Knowledge of other stages of education especially KS2 |  | ✓ |
| Experience of working with Local Authority and other educational providers |  | ✓ |
| Experience of leading whole school CPD |  | ✓ |
| Experience of using ICT to enhance teaching and learning |  | ✓ |
| DSL experience |  | ✓ |
| **QUALIFICATIONS AND TRAINING** | **ESSENTIAL** | **DESIRABLE** |
| A degree or equivalent | ✓ |  |
| A teaching qualification | ✓ |  |
| Evidence of further study |  | ✓ |
| Evidence of working as a reflective practitioner, using a variety of approaches to secure ongoing professional development |  | ✓ |
| **EXPERIENCE** | **ESSENTIAL** | **DESIRABLE** |
| Experience of a long term interest in pastoral care | ✓ |  |
| Experience of behaviour systems and appropriate interventions | ✓ |  |
| Experience of safeguarding | ✓ |  |
| Experience of improving attendance | ✓ |  |
| Experience of raising student achievement | ✓ |  |
| Experience of teaching at Key Stage 3 | ✓ |  |
| Experience of day to day operational management responsibility for the work of other staff | ✓ |  |
| Experience of working with external agencies |  | ✓ |
| Experience of appraising colleagues |  | ✓ |
| Experience of line management |  | ✓ |
| **PERSONAL QUALITIES** | **ESSENTIAL** | **DESIRABLE** |
| Willingness to contribute to the life of the school | ✓ |  |
| A positive response to approaching change and tackling new challenges | ✓ |  |
| Highly developed interpersonal skills | ✓ |  |
| An innovative and creative disposition | ✓ |  |
| Ability to respond consistently and professionally to challenging behaviour of all kinds | ✓ |  |
| Resilience | ✓ |  |
| Ability to work as a member of the senior team | ✓ |  |
| A commitment to child protection and safeguarding. | ✓ |  |
| **SPECIAL REQUIREMENTS** | **ESSENTIAL** | **DESIRABLE** |
| Willing and able to travel to academies across the Trust and to flex working hours to attend and support meetings and events that are appropriate to the role. | ✓ |  |
| Willingness to undertake further training (if necessary) | ✓ |  |
| Satisfactory Enhanced DBS clearance with a Childrens Barred List check. | ✓ |  |
| Medical clearance. | ✓ |  |
| Minimum of 2 references which are satisfactory to the Trust. | ✓ |  |
| Evidence of qualification certificates. | ✓ |  |
| Evidence of Right to work in the UK. | ✓ |  |

***The Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed.  The Trust is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.***