

**St John Fisher Catholic Primary School**

**Job Description for**

**Assistant Principal**

**Grade: Leadership points 4-8**

**Hours: Full time, 5 days per week**

**Contract Type: Permanent**

This appointment is with the Academy Committee of the school. The post-holder will, by personal example and professional leadership, promote the Catholic ethos and Mission of the school, ensuring that it permeates all aspects of the life of the school.

This job description may be amended at any time, following consultation between the Principal and the Post-holder. It will be reviewed annually.

**Core Purpose**

As an Assistant Principal at St John Fisher Catholic Primary School the core purpose of the job is to provide inspirational leadership within the school, ensuring all of our pupils are flourishing and contributing to improved academic outcomes for all.

Working in partnership with the Principal and Vice Principal, the Assistant Principal will:

* Undertake the normal responsibilities of the class teacher
* Be a member of the senior management team
* Assist the Principal in managing the school
* Support and represent the Principal at meetings as and when required
* Undertake the professional duties of the Principal during his/her absence
* Undertake such duties as are delegated by the Principal
* Play a major role under the overall direction of the Principal in formulating and
* reviewing the Mission Statement, Development Plan, aims and objectives of the school by;
	+ establishing the policies through which they shall be achieved – Managing staff and resources to that end
	+ Monitoring progress towards their achievement

**Duties and Responsibilities**

**Class teacher Responsibilities**

1. To carry out the duties of a school teacher as set out in the current School Teachers’ Pay and Conditions Document.
2. To carry out the duties of a general class teacher as detailed in the school’s class teacher job description, including the provision of cover for absent teachers.
3. To be responsible for a specific class or age group of children to be decided on appointment.

**Internal Organisation, Management and Control of the School**

1. To have specific responsibilities (e.g. for aspects of school management or the curriculum) to be agreed upon appointment.
2. To contribute to;
3. Fulfilling the school’s Mission Statement.
4. Maintaining and developing the Catholic ethos, values and overall purposes of the school.
5. Formulating the aims and objectives of the school and policies for their implementation.
6. A development plan which will translate school aims and policies into action.
7. Monitoring and evaluating the performance of the school and its achievements as a Catholic school.
8. Implementing the governing body’s policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs.
9. The efficient organisation, management and supervision of school routines

**Curriculum Development**

1. To contribute to;
2. The development, organisation and implementation of the school’s curriculum
3. School policies on curriculum, teaching and learning styles, assessment, recording and reporting
4. Ensuring that the learning and teaching provided by different departments and teaching teams form a coordinated, coherent curriculum entitlement for individuals, including these with special educational needs
5. Ensuring that the Diocesan policy on Religious Education is fulfilled
6. Ensuring arrangements for the daily act of collective worship and the spiritual life of the school
7. Providing a curriculum for the spiritual, moral, social and cultural development of all pupils in line with the distinctive Catholic nature, purpose and aims of the school
8. Providing high quality personal, social, health education and citizenship in accordance with the teachings and doctrines of the Catholic Church
9. Ensuring that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers, and to aid Local Academy Committee in their future management of the school
10. Ensuring that the individual pupil’s continuity of learning and effective progression of achievement are provided
11. The promotion of extra-curricular activities in accordance with the educational aims and Catholic ethos of the school

**Pupil Care**

1. To contribute to;
	1. The development, organisation and implementation of the school’s policy for the personal and social development of pupils including pastoral care and guidance in accordance with the teachings and doctrines of the Catholic Church
	2. The effective induction of pupils
	3. The determination of appropriate pupil groupings
	4. The promotion among pupils of standards of conduct/discipline and a proper regard for authority, the encouragement of good behaviour and commitment to the common good
	5. The development among pupils of self-discipline
	6. The handling of individual pupil disciplinary cases

**Management of Staff**

1. To participate in the selection and deployment of teaching and non-teaching staff of the school
2. To contribute to good management practice by ensuring positive staff participation, effective communication and procedures
3. To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers in school
4. To contribute to staff development policies appropriate to the Catholic nature of the school in relation to:
5. To maintain good relationships with individuals, groups and staff unions and associations.

**Management of Resources**

1. To contribute to the formulation of the school’s policies and procedure concerning resource management in accordance with the school’s Mission Statement.
2. To allocate, control and account for those financial and material resources of the school which are delegated by the Principal.
3. To promote an attractive environment which stimulates learning and enhances the appearance of the school and expresses its Catholic identity.
4. To contribute to arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety.
5. To maintain effective working relationships with external agencies and services contracted to the school and the Authority.

**Relationships**

1. To advise and assist the governing body as required in the exercising of its functions including attending meetings and making reports.
2. To assist liaison and co-operation with Diocesan and Authority officers and support services.
3. To help in maintaining and developing effective communications and with parents, as the prime educators, and to provide positive responses to concerns and problems regarding their children’s education.
4. To assist liaison with other educational establishments, especially other Catholic institutions, in order to promote the continuity of learning, progression of achievement and curriculum development.
5. To assist liaison with other professional bodies, agencies and services.
6. To develop and maintain positive links and relationships with the parish community, local organisations and employers
7. To promote a positive image of the school
8. To ensure that the school plays a constructive role in the life of the parish and community and that its curriculum draws on the nature and resources of that community.
9. And such duties as are within the scope, the salary grade and the spirit of the job purpose, the title of the post, and its grading. (Please refer to the Notes of Guidance for further clarification).

All duties and responsibilities must be carried out with due regard to the Romero Catholic Academy’s Health and Safety Policy.

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the Romero Catholic Academy’s Equal Opportunities Policy.

Duties which include processing of any personal data, must be undertaken within the corporate General Data Protection Regulations and Data Protection Act (2018).

**Responsible for: Teaching Staff**

**Responsible to: Principal**

**Agreed by.................................................... Date ................................**

**Principal................................................ Date ..................................**

**Review date: This job description will be reviewed in September 2023 but may be reviewed before this date should the duties change**



**St John Fisher Catholic Primary School**

**Person Specification for**

**Assistant Principal**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Evidence** |
| **Faith Commitment**  |  |  |  |
| Secure understanding of the distinctive nature of the Catholic school and Catholic education | ü |  | AI |
| Understanding of leadership role in spiritual development of pupils and staff | ü |  | AI |
| Understanding of the school’s role in the network (s), parish and wider community and in promoting community cohesion | ü |  | AI |
| A practicing and committed Catholic | ü |  | AIR |
| Evidence of participation in faith life of the community | ü |  | AIR |
| Experience in leading acts of worship in Catholic schools | ü |  | AIR |
| **Qualifications/Education:** |  |  |  |
| Qualified teacher status | ü |  | A |
| Postgraduate level qualification |  | ü | A |
| NPQML/NPQSL |  | ü | A |
| CCRS or equivalent |  | ü | A |
| Willingness to apply for SLE |  | ü | AI |
| **Experience:**  |  |  |  |
| Successful experience of leading one or more subject areas  | ü |  | AI |
| Substantial, successful teaching experience  | ü |  | AI |
| Recent experience in a Catholic voluntary aided school |  | ü | AI |
| Experience as member of senior manager |  | ü | AI |
| Teaching experience in at least 2 of the 3 key stages:  |  | ü | AI |
| Foundation Stage, KS1 and KS2 |  | ü | AI |
| Curriculum leadership in one or more core subjects |  | ü | AI |
| Experience of teaching in more than one school |  | ü | AI |
| Experience of teaching mixed age classes | ü |  | AI |
| **Professional Development** |  |  |  |
| Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning | ü |  | AI |
| Evidence of delivering continuing professional development | ü |  | AI |
| Evidence of continuing professional development relating to Catholic ethos, mission and religious education |  | ü | AI |
| Experience of working with other schools/organisations/agencies |  | ü | AI |
| Experience of leading/coordinating professional development opportunities |  | ü | AI |
| Ability to identify own learning needs and to support others in identifying their learning needs |  | ü | AI |
| **Strategic Leadership:** |  |  |  |
| Ability to articulate and share a vision of primary education within the context of the mission of a Catholic school | ü |  | AI |
| Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of Catholic education | ü |  | AI |
| Evidence of successful strategies for planning, implementing, monitoring and evaluation school improvement | ü |  | AI |
| Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these | ü |  | AI |
| Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils | ü |  | AI |
| Understanding of and commitment to promoting and safeguarding the welfare of pupils | ü |  | AI |
| Knowledge of the role of the Academy Committee in a Catholic VA Academy  |  | ü | AI |
| Evidence of having successfully translated vision into reality at whole school level |  | ü | AI |
| **Teaching and Learning:** |  |  |  |
| A secure understanding of the requirements of the National Curriculum and Early Years development | ü |  | AI |
| Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils | ü |  | AI |
| A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning | ü |  | AI |
| Experience of effective monitoring and evaluation of teaching and learning | ü |  | AI |
| Secure knowledge of statutory requirements relating to the curriculum and assessment | ü |  | AI |
| Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management | ü |  | AI |
| Proven track record of teaching in upper key stage two. | ü |  | AI |
| A secure understanding of the requirements of the Curriculum Directory for Religious Education |  | ü | AI |
| Understanding of successful teaching and learning in religious education across the key stages |  | ü | AI |
| Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management |  | ü | AI |
| Year 6 teaching experience  |  | ü | AI |
| **Leading and Managing Staff:** |  |  |  |
| Ability to delegate work and support colleagues in undertaking responsibilities | ü |  | AI |
| Experience of performance management and supporting the professional development of colleagues | ü |  | AI |
| Understanding of effective budget planning and resource deployment | ü |  | AI |
| Be willing to deliver courses at Blue Sky Teaching School Alliance  | ü |  | AI |
| Experience of working and leading staff teams |  | ü | AI |
| Experience of working with governors to enable them to fulfil whole school responsibilities |  | ü | AI |
| Successful involvement in staff recruitment, appointment/induction, understanding needs of a Catholic school |  | ü | AI |
| Understanding of how financial and resource management enable a school to achieve its educational priorities |  | ü | AI |
| **Accountability:** |  |  |  |
| Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors, parishioners and clergy | ü |  | AI |
| Experience of effective whole school self-evaluation and improvement strategies | ü |  | AI |
| Ability to provide clear information and advice to staff and governors | ü |  | AI |
| Secure understanding of strategies for performance management | ü |  | AI |
| Experience of presenting reports to governors |  | ü | AI |
| Understanding the criteria for the evaluation of a Catholic school |  | ü | AI |
| Leading sessions to inform parents |  | ü | AI |
| Experience of offering challenge and support to improve performance |  | ü | AI |
| **Skills, Qualities and Abilities:** |  |  |  |
| High quality teaching skills | ü |  | AI |
| Strong commitment to the mission of a Catholic school | ü |  | AI |
| Commitment to their own spiritual formation and that of pupils | ü |  | AI |
| High expectations of pupils’ learning and attainment | ü |  | AI |
| Strong commitment to school improvement and raising achievement for all | ü |  | AI |
| Ability to build and maintain good relationships | ü |  | AI |
| Ability to remain positive and enthusiastic when working under pressure | ü |  | AI |
| Ability to organise work, prioritise tasks, make decisions and manage time effectively | ü |  | AI |
| Empathy with children | ü |  | AI |
| Good communication skills | ü |  | AI |
| Good interpersonal skills | ü |  | AI |
| Stamina and resilience | ü |  | AI |
| Confidence | ü |  | AI |
| **Personal Qualities:** |  |  |  |
| Passionate about positively impacting children’s education  | ü |  | AI |
| Comfortable dealing with parents, staff and children at all levels | ü |  | AI |
| Proactive | ü |  | AI |
| Collaborative, works well in a team | ü |  | AI |

This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A Disclosure and Barring Service (DBS) will be required prior to appointment. This Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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