

Job Title	Empowerment Assistant Principal
Location	Orchard Manor School
Reporting to	Deputy Principal Head of Education
Effective date of JD	
Salary range	L10 - L14

School Purpose

The purpose of the School is to meet the holistic communication and interaction, social, emotional and educational needs of young people who have statements / EHCP's

Job Purpose main duties and responsibilities:

In addition to the Conditions of Employment for Deputy Head teachers to:

- Provide the leadership and management which enable the School to give every pupil high quality education and care which promotes the highest possible standards of achievement progress and personal development.
- secure the long-term success of the School
- undertake, to the extent required by the Executive Principal or Governing Body, the professional duties of the Executive Principal in the event of his absence

Under the direction and support of the Deputy Principal, to be responsible for:

- Working as a cohesive member of the school staff team, including becoming a proactive, solution focussed, positive thinking member of the School's Senior Leadership Team.
- Engage in high quality communication with parents / guardians of pupils and external agencies.
- Inspirational leadership and proactive positive management; encourage, motivate, support and value all staff promoting high quality team working, co-operation, trust and professionalism.
- Ensure pupil voice is regularly sought and heard ensuring the continuous development of the school's council.
- Engage in high quality communication to increase the positive impact on learner progress and the impact on the effectiveness of staff.
- Contribute to the development, planning and delivery of the future strategic direction of the whole school.
- To co-ordinate all recording and activities in relation to EHCPs.
- Responsible for mentoring and evaluating the expenditure of pupil premium and measure and report on its impact.

- Line management of Home School liaison teachers.
- Have a strategic overview of schools' transport.
- Provide leadership guidance, support and challenge to a team of teachers and therapy staff undertaking their line management and all duties in relation to performance and absence.
- Be responsible for the Health and Well-being of all students. Co-ordinating, evaluating and reviewing all therapeutic input and its impact on pupil progress.
- Ensure baseline assessment procedures are implemented for all pupils on entry that informs social and emotional development.
- Work with the DSL to ensure the health and well-being of all children and that all child protection policies procedures and legislation is implemented across the school.

Key Accountabilities (in partnership with the Deputy Principal):

1. Creating the Future of the School

- a. Working under the direction of the Executive Principal to ensure the long term success of the school
- b. Contribute to, and communicate, the schools vision which expresses core values and purpose
- c. Implement the vision through agreed objectives and operational plans and notably the whole School Development Plan priorities
- d. Through collaboration, develop school practice and procedures
- e. Motivate others to create a shared learning culture and positive climate
- f. Effectively collaborate with a range of professional partner schools/agencies to ensure operational efficiency and effectiveness.
- g. Assist the Deputy Principal with recruitment as required

2. Supporting Teaching and Learning in the School to:

- a. Ensure a continuous and consistent School-wide focus on pupils' achievement progress and development
- b. Monitor, evaluate and review relevant aspects of pupils' achievement, progress and development to ensure on-going school improvement, and appropriate reporting to stakeholders
- c. Tackle under-performance of pupils and staff
- d. Ensure the efficient and effective utilisation of all available resources
- e. To report, as required, to all stakeholders

3. Working with the Deputy Principal to Develop Self and Others:

- a. Through line management, support professional development through performance reviews.
- b. Promote and maintain a culture of high expectations for self and others
- c. Support the development of a culture of self-evaluation that promotes professional and personal development
- d. Regularly review own practice, set personal targets and take responsibility for own professional development
- e. Act as a lead coach / mentor where need dictates

4. Managing the Organisation

- a. Ensure the smooth day-to-day operational leadership and management of the School and report directly to the Deputy Principal
- b. Report to Governors on areas of specific responsibility when required
- c. Support the Deputy Principal to oversee the effective deployment of staff within the school to maximise impact.
- d. Inputting to key strategic whole school documents, including: formal school self-evaluation, school development plan, policies & procedures and statutory web site published data.
- e. To provide information both written and verbally on the progress made towards achieving the aims and objectives set for key areas of responsibility
- f. Line manage the Teachers and oversee the implementation of the performance management/appraisal, absence policy
- g. Ensure that any allegations, conduct, capability issues about any member of the school community is reported immediately to the Executive Principal / Deputy Principal / Chair of Governors for a decision on how to proceed
- h. Supporting the Deputy Principal in leading and managing on high profile, consistent, high quality behaviour management. Setting and operating firm but fair consistent boundaries with all students (& staff) at all times. Leading / managing the staff team to do the same.
- i. Support school improvement ensuring all Ofsted outcomes have been met and reaching good or better standards
- j. Promote staff and student pride and 'ownership' of the whole school, including all physical resources (grounds, buildings, equipment, furniture, vehicles etc.)

5. Securing Accountability

- a. Contribute to, and articulate the School ethos, which enables everyone to work collaboratively

- b. Line manage teachers to ensure all are reaching and maintaining professional standards.
- c. Support the Deputy Principal in ensuring every individual child has access to high quality teaching and learning and development opportunities
- d. Secure evidence from specified self-evaluation opportunities to inform school improvement
- e. Monitor, evaluate and provide timely evidential reports as requested
- f. Represent and deputise for the Deputy Principal as required
- g. Tackle under-performance of pupils and staff

6. Strengthening Community

- a. Model and promote the challenging of all discrimination
- b. Promote a range of community-based learning experiences
- c. Collaborate with other agencies to ensure pupil and community needs are met
- d. Engage in effective school to school support across the SENTient trust and wider school community
- e. Maintain and promote high quality relationships with all stakeholders and communities at all times.

The post holder will be expected to:

- hold a full driving license and be prepared to drive school vehicles and use own car on school business if required
- Work flexible hours by prior agreement if / as required.
- Undertake any other reasonable duties as directed by the Executive / Deputy Principal.

Person specification:

Attribute	Essential	Desirable	Method of Assessment
Education & Qualifications	QTS	Further leadership qualification i.e. leading from the middle, NPQH	<ul style="list-style-type: none"> • Application
	Willingness to undertake further leadership CPD		
Leadership	Leadership and management skills to improve the School's level of attainment and success	Experience of challenging and managing under performance in school staff	<ul style="list-style-type: none"> • Application • References • Interview • Observation
	Outstanding classroom practitioner who can lead by example	Experience as a member of a leadership team.	
	Ability to motivate pupils and staff	Leading change, creativity and innovation	
	Demonstrated ability to lead, coordinate and delegate		
	Ability to manage change and work under pressure		
	Experience of managing personnel		
	Experience of school leadership with positive outcomes		
Experience	Experience of school senior leadership with positive outcomes	Experience of positive behaviour management and impact	<ul style="list-style-type: none"> • Application • Interview • References
	Proven experience of effective practice within a special school.		
	Experience of managing of challenging / disaffected behaviour		
Practical Skills	Excellent organisational skills		<ul style="list-style-type: none"> • Application • Interview • References
	Excellent time management skills		
	Ability to distribute leadership and delegate effectively		
	Ability to work collaboratively with other school leaders		
Communication	Ability to liaise effectively with parents and local community		<ul style="list-style-type: none"> • Application • References • Interview
	Excellent written, verbal, presentation and listening skills		

	Ability to communicate effectively under pressure		
	Ability to build and maintain positive relationships with all stakeholders		
Personal Qualities	Integrity		<ul style="list-style-type: none"> • References • Interview • Observation
	Fairness		
	Optimistic, constructive and solution focused		
	Ability to motivate others		
	Ability to mediate		
	Ability to inspire confidence in the parent community		
	Good communicator and motivator of people		
Strategic Thinking	Knowing how to use school evaluation and performance data to support, monitor and challenge school improvement		<ul style="list-style-type: none"> • Application • Interview • References
	Ability to contribute to, and promote a clear vision for the School and to support the growth of such vision		
Equal Opportunities	Good understanding of safeguarding roles and procedures	Good knowledge of legal issues relating to managing a school, including equal opportunities, race relations, disability, human rights and employment legislation	<ul style="list-style-type: none"> • Application • Interview • References
	Experience in effective management of children with significant inclusion needs		
	Excellent understanding of children exhibiting behavioural difficulty and how to support them to achieve		
	Understanding of equality issues, their impact and how to manage discrimination effectively		
Technology / IT Skills	An understanding of technologies and their impact on learning		<ul style="list-style-type: none"> • Application • Interview