**Assistant Principal (Science Lead)**

**JOB DESCRIPTION & PERSON SPECIFICATION**

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| **Job Title** | **Assistant Principal (Teacher: Science and/or Design Technology** |
| **Salary** | **Actual Salary from £41,956 pa dependent on experience** |
| **Hours of Work** | **Term Time Plus 4 weeks**  **35 hours per week/ 42 weeks per year** |

**Primary Purpose of the Role:**

A member of the SLT, supporting the Deputy Principal to lead and manage the day-to-day running of the school effectively and efficiently. To develop the education provision, and our delivery of trauma and mental health informed approaches to learning and personal development. To lead, manage and develop the science and design technology curriculum area. Embedding high expectations and demonstrating progress in learning, behaviour and social development of our young people. To skilfully manage resources, including human resources, fulfilling line management and staff development responsibilities.

**Responsible to: Deputy Principal**

**Principle responsibilities:** To play an active role in the strategic and operational development of the education provision. Specifically taking the lead in developing an inspiring and broad range scientific and design technology curriculum offer. To support the organisation’s aims of creating an innovative and positive learning and wellbeing environment for children and young people with SEMH and other complex needs. Ensure that children and young people make progress and develop the knowledge, skills and experience that support their education, training and employment aspirations, outcomes and positive destinations.

**Applications**

Applications should be completed to demonstrate how you meet the requirements of the Job Description and Person Specification and returned to Recruitment@raisetheyouth.co.uk

**Job Description**

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| **MAIN DUTIES** | |
|  | Responsible for leading and teaching young people in scientific exploration and design technology. This role encompasses the delivery of a comprehensive curriculum across Key Stages 3, 4, and 5, integrating both rigorous academic components and dynamic cross-curricular plans that serve a clear educational purpose. |
|  | Develop programs that stimulate young peoples’ interest in science and technology encouraging inquiry and critical thinking and championing innovation, inclusion, differentiation and scaffolding, robust assessment, and monitoring of progress in every session. |
|  | Work with other leads and department heads to develop interdisciplinary projects and  promote the application of scientific principles in real-world contexts. |
|  | Develop liaison with parent schools, local authorities, parents, and carers (as appropriate), including sharing information on students’ learning and progress. |
|  | Co-ordinate the updating of assessment data in Evidence for Learning so that progress and achievement for each C&YP is tracked, evidenced and explicit. |
|  | Teach across curricular areas with a focus on improving functional skills as well as developing prosocial attitudes, using a variety of teaching resources and approaches that are appropriate for the individual learners across provisions championing innovation, inclusion, differentiation, robust assessment, and monitoring of progress in every session |
|  | Involve parents and the community in the educational process and build partnerships with local businesses and organisations to enhance learning opportunities. |
|  | Role model to the wider team to encourage learning and to value students’ work, giving positive and developmental feedback. Actively contribute to learning and development plans. |
|  | Contribute to the development of Teaching & Learning across the School and provide training for teachers to stay current with both teaching and scientific and technological advancements. Create a culture of continuous improvement and collaborative learning. |
|  | Develop and Monitor Work Scrutiny Programs. |
|  | Support the leadership team to know the quality of teaching and learning in our school. Be a key contributor to observing teaching, learning and assessment. As well as working with the SLT to develop strategies and support to ensure quality teaching across the school. |
|  | Contribute to the Quality Assurance and Development of Marking, Feedback & Assessment. Support the internal verification strategy and ensure standardisation meetings are scheduled and take place for each subject board. |
|  | Ensure the team consistently Co-ordinates the updating of assessment data in Evidence for Learning so that progress and achievement for each C&YP is tracked, evidenced and explicit. |
|  | Support the Senior Leadership Team to coach and develop ECTs and mentor teaching and support staff, including TAs to enable them to maintain a good quality of education and deal with the demands of educating young people with SEMH needs. |
|  | Support the Senior Leadership Team in articulating and delivering the provision’s trauma and mental health informed ethos and values, to support young people with SEMH to access learning and social development. |
|  | Undertake regular CPD and attend regular supervision with your line manager, on an agreed basis. |
|  | Be a compassionate professional who always operates within agreed legal, ethical, and professional boundaries when working with young people and ensure that this is embedded within the education and wellbeing provision. This includes maintaining care, confidentiality and respect and following all policies and procedures. |
|  | Work as part of a team carrying out a full range of duties to oversee the smooth and safe running of the provision as planned, agreed, and directed by the Senior Leadership Team. |
|  | Support the safe and positive running of school centers and facilities including ensuring safety and wellbeing for young people and staff during educational visits and events and sessions beyond the school community. |
|  | Work with colleagues, including the finance, facilities, and wellbeing teams, allocate and deploy resources, including human resources, in a way that ensures that value for money is achieved. |
|  | Contribute to the development of associated policies and practices and promote monitor and evaluate provision within the school including benchmarking and to maintain a thorough knowledge of all the school’s policies and procedures. |
|  | To provide relevant reports/data or input to the Senior Management Team (SMT) meetings and discussions. |
|  | To participate fully in the agreed Performance Management procedures. |
|  | Maintain personal conduct, inside and outside of the school that does not conflict with the professional expectations of the organisation. |
|  | To work across several sites including sites run by partner organisations. |
|  | To carry out any other duties as are reasonably within the scope and purpose of the post as directed by the Senior Leadership Team. |

**Person Specification**

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| **MINIMUM ESSENTIAL REQUIREMENTS** | | **METHOD OF ASSESSMENT** |  |
| **Skills and Competency** | |  |  |
|  | Effective communication skills – both written and verbal. | Application form/interview | Essential |
|  | Ability to build excellent relationships with colleagues, young people, parents, carers and other professionals. | Interview | Essential |
|  | Ability to supervise a team and work effectively within a team environment. | Application form/interview | Essential |
|  | Ability to promote the work of the school and build effective working relationship with all pupils and colleagues. | Application form/interview | Essential |
|  | Knowledge and proven skills in managing challenging behaviour across the appropriate age range. | Application form/interview | Essential |
|  | Demonstrate a compassionate caring personality along with high levels of emotional resilience. | Application form/interview | Essential |
|  | Ability to develop a range of approaches to assist young people to engage with learning process. | Application form/interview | Essential |
|  | Ability to adapt own approach in accordance with the needs of the children and young people. | Application form/interview | Essential |
|  | Ability to promote a positive ethos and role model positive attributes. | Application form/interview | Essential |
|  | Planning skills to manage time and diverse tasks whilst maintaining the flexibility to deal with priority unplanned issues. | Interview | Essential |
|  | High levels of positivity, personal resilience and the ability to form constructive relationships with disaffected pupils and their parents/carers including in conflict and challenging situations. | Interview | Essential |
|  | Adaptable and comfortable operating in a dynamic environment where change occurs frequently and rapidly. | Interview | Essential |
|  | A team player who values both the giving and receiving of support from colleagues and other professionals. | Interview | Essential |

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| **Knowledge/Experience/Qualifications/Training etc.** | |  |  |
| 15 | Degree in related subject area | Application form | Preferable |
| 16 | Qualified Teacher Status | Application form | Essential |
| 17 | Experience of working in KS3/KS4/KS5 | Application form | Desirable |
| 18 | English and mathematics GCSE A – C or equivalent. | Application form | Essential |
| 19 | Experience of teaching children/young people with SEMH/SEBD | Application form | Essential |
| 20 | A thorough understanding of inclusion issues relevant to children and young people with SEN | Application form | Essential |
| 21 | Thorough knowledge of teaching strategies that meet the individual needs of learners with a range of SEN and SEMH needs | Application form | Essential |
| 22 | Subject expertise in at least one curriculum area that includes science and or design technology and willingness to teach other areas. | Application form/Interview | Essential |
| 23 | A full driving license and vehicle available for business use. | Application form | Essential |