



All Saints Catholic College

ASSISTANT PRINCIPAL for Safeguarding, Pupil Wellbeing, Transition, and Admissions. Job Description

Purpose:	<ul style="list-style-type: none"> To work as part of the Leadership Team in developing and maintaining the Catholic ethos of the whole College. To ensure pupils feel safe, are valued and protected. To be responsible for student personal development, welfare and wellbeing. To provide professional leadership for the College to facilitate high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils To promote the development of each child, spiritually, socially, emotionally and academically. To play a leading role in the process of College self-evaluation. To develop and enhance the practice of others as appropriate and to take responsibility for systems to monitor and improve processes and protocols within specific areas of responsibility. To be accountable for leading, managing and developing certain members of the Pastoral team e.g. SENDCo and assigned support. Undertake the role of DSL and CLA lead. Lead the process of admissions and student induction. Lead student transfers and referrals. Represent the College at the Community Hub. To oversee transition. To support with sustaining and raising attendance. To effectively manage and deploy teaching/support staff, financial and physical resources as appropriate, within an approved remit. To support the work of other colleagues in the role of line manager. Work in partnership with Governors, the Principal and other senior leaders
Reporting to:	Principal
Responsible for:	All specific Safeguarding team members, attendance officer, admissions team, SENDCO, assigned support staff, curriculum middle leaders – as designated, The STAR centre, student welfare office, behaviour support worker(s).
Liaising with:	Principal, Vice Principal, Assistant Principals, Student Support Services (internal and external) and relevant staff with cross-College responsibilities, relevant non-teaching support staff, governors, Diocese, LA staff, and other outside agencies, parents.
Working Time:	Full time
Salary/Grade:	Leadership 13 – 17
Disclosure level	Enhanced

Operational/ Strategic Planning	<ul style="list-style-type: none"> • To share in the writing of the whole College development plan and self-evaluation documentation • To actively contribute to the work of the Leadership Team • To actively support the work of governors. • To deputise for the Principal and Vice Principal as and when required. • To be Designated Safeguarding Lead. • To lead and work with others to ensure that the work of the pastoral team fully promotes and reflects the College's distinctive ethos and mission. • To work with colleagues to formulate aims, objectives and strategic plans for designated areas, which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the College. • To lead or oversee the development of appropriate policies for pastoral care, child protection, health and well-being, anti-bullying, online safety, safeguarding, SEND, catch-up premium, accessibility, intimate care, first aid & student welfare. • To lead and manage the business planning function of the Pastoral Team, and to ensure that the planning activities reflect the needs of students within the subject area, SIP/DIP and the aims and objectives of the College. • The day-to-day management, control and operation of the pastoral system – outside of BfL (Behaviour for learning) including effective deployment of staff and physical resources. • To implement College Policies and Procedures, e.g. Equal Opportunities. • To support those being line managed so that their work fully promotes and reflects the College's distinctive ethos and mission and that they formulate aims, objectives and strategic plans for their areas that have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the College.
College Curriculum Provision:	<ul style="list-style-type: none"> • To work as part of the leadership team to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme for specific students or groups of students which complements the College Improvement Plan. • To work with the Assistant Principal of Catholic Life in the development and delivery of the Pastoral Curriculum.
College Curriculum Development:	<ul style="list-style-type: none"> • To support the development of the pastoral curriculum. • To keep up to date with national developments in the pastoral area and in teaching practice and methodology. • To ensure that the development of areas line managed are in line with national developments.
<u>Staffing</u> Staff Development: Recruitment/ Deployment of Staff	<ul style="list-style-type: none"> • To work with the Leadership Team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. • To be responsible for the efficient and effective deployment of relevant support staff. • To undertake appraisal review(s) and to act as reviewer for a group of staff. • To participate in the recruitment and interviewing process for teaching/support staff posts when required and to ensure effective induction of new staff in line with College procedures. • To promote teamwork and to motivate staff to ensure effective working relations. • To be responsible for the day-to-day management of staff as appropriate and act as a positive role model.

Quality Assurance:	<ul style="list-style-type: none"> • To ensure the effective operation of quality control systems. • To establish the process of the setting of relevant targets, e.g. attendance, and to work towards their achievement. • To establish common standards of practice within the Pastoral team • To implement College quality procedures and to ensure adherence to those within managed areas. • To take a role in monitoring and evaluating the work of the College in line with agreed College procedures including evaluation against quality standards and performance criteria. • To monitor and evaluate the work of relevant teams in line with agreed College procedures including evaluation against quality standards and performance criteria. • To seek/implement modification and improvement where required. • To ensure that the quality assurance procedures of the Pastoral Team meet the requirements of Self Evaluation and the Strategic Plan.
Management Information:	<ul style="list-style-type: none"> • To ensure the maintenance of accurate and up-to-date information concerning pupils on the management information system. • To analyse and evaluate performance data related to areas of responsibility. • To identify and take appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on the action taken. • To produce reports within the quality assurance cycle. • To produce reports on areas of responsibility as appropriate. • To provide the Governing Body with relevant information within designated remit.
Communications:	<ul style="list-style-type: none"> • To ensure that those line-managed are fully understanding of their responsibilities. • To ensure effective communication/consultation as appropriate with parents/guardians of students. • To liaise with partner colleges, outside agencies, e.g. LA, Social workers etc. • To provide relevant information for the Principal and governors.
Marketing and Liaison:	<ul style="list-style-type: none"> • To contribute to College liaison and marketing activities, e.g. the collection of material for the newsletter. • To lead the development of effective College links with partner primaries, Colleges and the community, attendance where necessary at liaison events in partner Colleges and the effective promotion of the College at Open Days/Evenings and other events. • To actively promote the development of the College with external agencies.
Management of Resources:	<ul style="list-style-type: none"> • To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying given budgets, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
Teaching:	<ul style="list-style-type: none"> • To undertake a programme of teaching in accordance with the duties of a standard scale teacher with the appropriate lesson loading.
Additional Duties:	<ul style="list-style-type: none"> • To play a full part in the life of the College community, to support and help to develop its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.



All Saints Catholic College

ASSISTANT PRINCIPAL for Safeguarding, Pupil Wellbeing, Transition, and Admissions. Personal Specification

Please note source of evidence of fulfilled criteria:

Application Form – A Letter –L References – R Interview – I Cert - Certificates

EXPERIENCE AND KNOWLEDGE	Essential or Desirable	Evidence
Is a practising and Committed Catholic (see below)	D	A/I/R
Qualified Teaching Status	E	Cert
Good Honours Degree	D	Cert
Experience as an effective leader at middle or senior leadership level in a school	E	A/I
Experienced DSL with associated current training: knowledge, understanding & commitment to safeguarding and promoting the welfare of students.	E	A/Cert
Leads by example and is a positive role model with excellent communication skills	E	A/I/R
Personal impact and presence	E	I
Has an understanding of the leadership role in the spiritual development of students and staff in the school.	E	A/I/R
Has an understanding of current educational provision and the wider school systems	E	A/I
Has a record of effective classroom practice based on high expectations of all students	E	A/I/R
Demonstrates management, leadership and interpersonal skills	E	A/I/R
PUPILS AND STAFF	Essential or Desirable	Evidence
Has ambitious standards and high expectations for all pupils.	E	A/I/R
Has an understanding and experience of sound attendance processes and procedures relating to subgroups and whole school.	D	A/I/R
Experience of a variety of school admissions e.g. HTS, FAP & ICAF.	E	A/I/R
Experience of successful transition from KS2.	E	A/I/R
Excellent understanding of high quality teaching and learning	E	A/I/R
Promotes the development of the whole child	E	A/I/R
Uses data analysis to effectively drive whole school improvement	E	A/I/R
Encourages all staff to develop their unique potential	E	A/I/R
Is an effective teacher	E	A/I/R

SYSTEMS AND PROCESS	Essential or Desirable	Evidence
Ensures the safety of all staff and pupils at all times	E	A/I/R
Promotes excellent behaviour and positive attitudes to school life	E	A/I
Uses systems for performance management to hold staff to account	E	A/I
Ability to challenge under-performance	E	A/I
SELF IMPROVING SCHOOL	Essential or Desirable	Evidence
Knowledge and experience of working with other schools and organisations	E	A/I/R
Effective partnerships with a range of professionals	E	A/I
Uses well evidenced research to achieve excellence	D	A/I
Provides high quality opportunities for staff development	E	A/I/R
Confident, entrepreneurial, and innovative approach to school improvement	D	A/I
Source of inspiration and encouragement for all in the school community	E	A/I
CHILD PROTECTION	Essential or Desirable	Evidence
Ensures that the safeguarding and child protection policies and procedures adopted by the school are fully implemented and followed by all staff	E	A/I
Ensures that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively	E	A/I
SECURING ACCOUNTABILITY	Essential or Desirable	Evidence
Contributes to the development of a Catholic school ethos	E	A/I/R
Ensures individual staff accountabilities are clear, understood, agreed, reviewed and evaluated	E	A/I
Works with the SLT and Governing Body to enable it to meet their responsibilities	E	A/I
Develops an accurate and understandable account of the school's performance for a range of audiences	E	A/I
Personally contributes to school achievements taking account of feedback from others	E	A/I
STRENGTHENING THE COMMUNITY	Essential or Desirable	Evidence
Builds a school culture and curriculum which takes account of the richness and diversity of the community's Catholic Christian faith	E	A/I/R
Creates and promotes strategies for challenging racial and other prejudices	E	A/I
Ensures learning experiences for pupils are linked into and integrated with the wider community	D	A/I
Ensures a range of community based learning experiences	D	A/I
Collaborates with agencies in providing for the academic, spiritual, moral, social emotional and cultural well-being of pupils and their families	D	A/I

Creates and maintains an effective partnership with parents and carers	E	A/I
Invites local community into school to enhance and enrich the school	D	A/I
Shares effective practice working in partnership with other schools	E	A/I
APPLICATION FORM AND LETTER	Essential or Desirable	Evidence
Application form to be completed in full and legible	E	A
Supporting statement to be clear, concise and related to the specific post and appointment criteria	E	L
CONFIDENTIAL REFERENCES AND REPORTS	Essential or Desirable	Evidence
A positive and supportive written faith reference from a priest where the applicant regularly worships.	D	R
A positive recommendation from current employer or Headteacher	E	R
A second professional reference	E	R

What is the objective definition of a ‘practising Catholic’ for appointments to key posts in Catholic Schools?

To objectively define what a ‘practising Catholic’ is when assessing applicants for key leadership posts within a Catholic school, it is necessary to understand that there are general obligations as well as essential components that constitute ‘practice’ of the faith in the teaching of the Catholic Church.

The Church’s general obligations for its members require that they strive to live lives of holiness by being faithful to the teaching of the Gospel, by trying to uphold the values proclaimed in the Beatitudes, by assisting in the Church’s mission to make Christ known to all peoples, by upholding privately and publicly the Church’s moral and social teaching, by endeavouring to follow an informed conscience and by making every effort to keep the precepts of the Church. This is the ‘practice’ of the Catholic faith in its widest and all- encompassing sense. At the heart of these general obligations though, there are essential components for “*full communion*” with the Catholic Church. These are sacramental initiation (Baptism, Confirmation and the Eucharist) and the bonds of profession of faith, the sacraments and ecclesiastical governance. The preservation of this full communion is not limited to purely religious activity but is to be an integral part of the whole pattern of behaviour of a member of the Church. It is what essentially constitutes being a committed and ‘practising Catholic’.

For further information including examples where there may be a reason why somebody is not in a position to take up a key responsibility in a Catholic school, please see ‘Christ at The Centre: Why the Church provides Catholic Schools’ by Mgr. Marcus Stock 2012.