



JOB DESCRIPTION – Associate Assistant Principal

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| Job title | Associate Assistant Principal |
| Grade | L09-L11 |
| Responsible to | Assistant Principal |
| Responsible for | Oversight of the college's personal development and pastoral support for learners |
| Effective from | January 2025 |

SUMMIT LEARNING TRUST Mission Statement

Strength through Endeavour
Ambition through Challenge
Excellence through Diversity

Job Purpose:

The Associate Assistant Principal will work alongside an Assistant Principal to provide oversight of the college's Personal Development and pastoral provision, focusing on improving attendance, outcomes and overall student welfare. A critical focus will be on equipping learners with the skills, knowledge, and confidence to succeed in further and higher education, employment, or training, increasing employability and aspirations across the college community.

The general expectations of the Senior Leadership Team (SLT) are:

- To have a high profile around college before, during and after the College Day
- To be seen as role models for all colleagues (not just those who you line manage or for whom you are responsible)
- To be ready to support colleagues, learners and parents at all times
- To create a sense of capacity
- To be reliable, approachable and discreet
- To be a team leader and a team player
- To be flexible and adaptable
- To contribute to the strategic work of the College and be responsible for relevant sections of the College Improvement Plans
- To lead on student behaviour management and take part in the Duty Rota, contributing to overall campus management
- To be actively involved in student recruitment, school liaison work and marketing of the College
- To promote Safeguarding, British Values, Prevent and Equality & Diversity in relation to the College's policies, ensuring that your teams are aware of and are exercising their responsibilities

- To represent College Leadership at meetings and events both inside and out of college
- To be responsible for Health and Safety as laid out in the College Health & Safety Policy
- To take part in the College Professional Development & Performance Review Scheme including acting as an appraiser

Main Role:

- To promote the educational success and outstanding outcomes of all our learners through strong pastoral leadership
- To lead and manage Progress Managers. This leadership will aim to ensure excellence in the College provision covering pastoral curriculum, learner support, resource management and staffing in all areas within the remit of the role.
- To lead and manage their allocated set of Cross College responsibilities.

Key Responsibilities:

- Line manage Progress Managers offering guidance, support, and accountability in their role (Each oversee a team and approximately 700 learners).
- Lead on behaviour management and student interventions. Regularly reviewing the effectiveness of student interventions
- Ensure the Personal Development provision is inclusive, effective, and consistently delivered
- Create high-quality resources and schemes of work addressing all aspects of the KS5 PSHE programme.
- Lead the professional development of Progress Managers and Academic Coaches and other support colleagues as appropriate, including conducting performance appraisals, setting clear objectives and monitoring progress.
- Collaborate with the careers team to ensure Personal Development supports pathways into further and higher education, training, or employment.
- Explore and promote aspiration-building opportunities
- Develop and implement prevention strategies to identify and support learners at risk of becoming NEET.
- Support vulnerable learners, including those with SEND or complex needs, to ensure they transition successfully into post-16 options.
- Act as Assistant Designated Safeguarding Lead ensuring safeguarding policies are rigorously applied across the college
- Support Progress Managers in addressing escalated safeguarding concerns or wider complex student concerns.
- Ensure compliance with all relevant legislation and policies relating to attendance, safeguarding, student welfare, PSHE education, and employability.
- Act as a key liaison between the Academic Coaching team, senior leadership and all other stakeholders.
- Build positive relationships with learners, parents and carers, ensuring effective communication on matters relating to student progress, welfare and holistic development

- Work collaboratively with teaching colleagues and Curriculum Leaders to address barriers to learning caused by attendance, behaviour or welfare issues.
- Assume strategic overview and leadership of a range of cross-College responsibilities
- Keep abreast of the latest demands for inspection as articulated by OFSTED and other external agencies and ensure that the College is inspection ready at all times.
- To complete the role of an Academic Coach and support learners within personal development groups in line with the Academic Coach job description.
- Actively use Learner Voice to improve student experience

Notes

- The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory orders in terms and duties and working time.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the post-holder.

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| Job description issued by the principal: | |
| Copy received by: | |
| Date: | |

Person Specification – Associate Assistant Principal

The successful candidate will be suitably qualified with a breadth of relevant experience and capable of inspiring trust and confidence across a diverse range of learners, colleagues and parents/carers.

| | Essential | Desirable |
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| Qualifications | <ul style="list-style-type: none"> • Educated to Degree level or equivalent • Qualified Teacher Status or its equivalent • Strong track record of professional development and updating knowledge | <ul style="list-style-type: none"> • Higher level professional qualification |
| Relevant Experience | <ul style="list-style-type: none"> • Successful experience of effecting improvement in previous contexts • Successful team leadership experience with evidence of impact on standards • Practical experience of successfully promoting equality of opportunity • Successful experience of introducing or implementing significant innovations in a school/academy or department • Experience of managing colleagues effectively, and leading and motivating others • Ability to generate effective working relationships at all levels • Experience of effective quality assurance approaches, including colleague performance management and colleague development • Successful experience of managing both colleague and learner issues | <ul style="list-style-type: none"> • Delivery of colleague development • Management and use of financial resources • Effective partnership working with other agencies, for example, local authority, OFSTED, Further and Community Education Services, Business and Partner Schools. |
| Knowledge and understanding | <ul style="list-style-type: none"> • Knowledge and understanding of the strategies most likely to maximise the levels of educational achievements by all learners • Knowledge of recent developments in teaching and learning, the curriculum, pastoral support, educational developments and legislative changes • Knowledge of the application and potential of IT | <ul style="list-style-type: none"> • Knowledge of MIS systems like Arbor • Experience of handling safeguarding cases in a post 16 setting |

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| | <ul style="list-style-type: none"> • Good knowledge and understanding of Safeguarding and Mental Health | |
| <p>Skills and aptitudes</p> | <ul style="list-style-type: none"> • Discretion, tact and integrity • Good interpersonal and motivational skills • Initiative, self-motivation and resilience • Flexibility, creativity and the ability to think laterally • Excellent time management skills, and the ability to prioritise effectively • Ability to be reflective and self-critical • high level of IT skills both a curricular and administrative tool • Excellent communication and presentation skills, both written and oral • Outstanding leadership and management skills, inspiring confidence in colleagues and learners so that they can succeed and achieve their personal best | |
| <p>Special Requirements</p> | <ul style="list-style-type: none"> • Enhanced DBS clearance • Compliance with all Academy and Trust policies • Committed to safeguarding and promoting the welfare and success of all learners • The implementation of equal opportunities practice. | |