

Assistant Head of College (Assistant Principal)

The Assistant Head of College plays a pivotal role in shaping the strategic direction of the academy, leading on key priorities and supporting the development of a high-performing culture across the college. Working in close partnership with the Principal, senior leaders, staff, students, and families, this role champions excellence, drives innovation, and ensures every learner can thrive.

Core Purpose

Provide inspiring and strategic leadership across the academy, with responsibility for whole-academy priorities, improvement planning, and the line management of key curriculum areas.

Ensure high-quality teaching and learning, equitable student outcomes, and a collaborative, inclusive culture that empowers all members of the school community.

Key Areas of Responsibility

1. Strategic and Operational Leadership

- Develop and promote a culture of high achievement, inclusivity and personal growth across the school community.
- Lead on whole-school priorities as agreed with the Principal, contributing to the Academy Performance Agreement.
- Ensure the curriculum and broader school life effectively promote students' spiritual, moral, social, and cultural development.
- Support the efficient use of staffing, accommodation, and other resources to achieve strategic aims.
- Actively contribute to the development of Trust-wide priorities, sharing best practice and supporting school-to-school collaboration.
- Provide effective and visible leadership that earns the respect of students, staff, governors, families and community partners.
- Promote financial efficiency, ensuring value for money in all delegated responsibilities.

2. Student Outcomes and Experience

- Champion high expectations and ensure all students, including those from vulnerable groups, make at least expected progress from their starting points.

- Ensure consistent and ambitious standards of student attainment across all subjects.
- Oversee or support the development of effective assessment, intervention and support strategies that raise attainment.
- Promote engagement with enrichment, extracurricular and extended learning opportunities.
- Ensure students are confident, motivated and well prepared for assessments, qualifications and life beyond school.
- Embed a culture of student accountability, where learners take pride in their work, behaviour, and learning environment.

3. Teaching, Learning and Curriculum

- Lead, support and evaluate high-quality teaching across subject areas and phases, using evidence-based approaches.
- Monitor classroom practice through lesson observation, work scrutiny, and data analysis to ensure consistent quality.
- Ensure staff are supported to plan inclusive, challenging lessons and deliver a curriculum that reflects local and global contexts.
- Use data and student voice to inform curriculum review and planning.
- Promote cross-curricular collaboration, innovation and continual improvement in pedagogical approaches.
- Reinforce the importance of personalised learning, homework, feedback and academic rigour.

4. Staff Culture, Development and Accountability

- Inspire, develop and hold to account middle leaders and teaching staff in line with school improvement priorities.
- Create a working culture where staff feel motivated, supported and committed to shared goals.
- Embed performance development processes that balance accountability with support and growth.
- Provide high-quality CPD and contribute to the wider professional learning culture across the Trust, including coaching and mentoring opportunities.
- Lead by example as a role model for professionalism, reflective practice and collaboration.
- Champion the use of Flight Plan as a framework for staff career development and succession planning.

5. Safeguarding, Behaviour and Student Welfare

- Maintain the highest expectations of student conduct and engagement, ensuring a safe, respectful and focused learning environment.
- Support the implementation of clear behaviour policies, restorative practices, and consistent routines.
- Uphold the safeguarding and welfare of all students, working proactively with the DSL and pastoral teams.
- Ensure vulnerable learners and those with additional needs receive targeted support to access the full curriculum.
- Promote student voice and leadership, ensuring learners are partners in shaping their educational experience.

6. Parental and Community Engagement

- Build strong, proactive relationships with families to support student progress and wellbeing.
- Ensure parents are well informed of their child's achievements, challenges, and key school developments.
- Lead and contribute to events, communications and workshops that build parental understanding and involvement.
- Represent the academy in community and Trust-wide partnerships, contributing to outreach, transition and public engagement.

7. Governance and Accountability

- Work constructively with governors to provide timely and accurate information on school performance, curriculum and finance.
- Support the governance team in holding the academy to account for progress against strategic priorities.
- Maintain an understanding of statutory and compliance responsibilities linked to the role.
- Ensure leadership accountability without micromanagement – empowering staff at all levels while ensuring high standards.



Person Specification – Assistant Head of College (Assistant Principal)

This section outlines the essential and desirable attributes expected for the role of an Assistant Head of College (Assistant Principal).

Qualifications and Training

Essential:

- GCSE or O Level Grade A–C / Level 4–9 in English and Mathematics.
- Bachelor's degree in any subject (minimum 2:2 ideally, preferably in a relevant discipline).
- Department for Education-recognised Qualified Teacher Status (QTS).
- Proven ability to use data to analyse performance and manage interventions.
- Strong understanding of how to plan lessons with challenging learning objectives and measurable outcomes.

Desirable:

- Further degree or postgraduate qualification.
- Completion of or enrolment in National Professional Qualifications (NPQSL, NPQH).
- Evidence of sustained professional development in leadership, management, or curriculum.
- Formal training in coaching, mentoring, or leadership development.

Knowledge and Understanding

Essential:

- In-depth understanding of effective Assessment for Learning (AfL) practices.
- Skilled in the use of ICT and digital tools to enhance teaching and learning.
- Clear understanding of factors influencing student learning and progress, including vulnerable groups.
- Familiarity with effective e-learning strategies and blended learning approaches.
- Knowledge of strategies for maintaining pace, engagement, and positive behaviour in the classroom.
- Understanding of quality assurance processes for monitoring and evaluating attainment.

- Insight into effective staff development models and resource management.

Desirable:

- Understanding of or experience with the International Baccalaureate (if applicable).
- Awareness of whole-school strategies for wellbeing, restorative practice, or trauma-informed approaches.

Experience

Essential:

- Substantial classroom teaching experience with a proven track record of high student outcomes.
- Recognised as an outstanding practitioner with evidence of impact on pupil progress.
- Previous successful experience in a middle or senior leadership role.
- Experience leading lesson observations and providing formative feedback.
- Demonstrable success in improvement planning and implementing school-wide strategies.
- Experience of deploying targeted interventions to raise student achievement.
- Evidence of contribution to curriculum development and improving teaching and learning.
- Experience of fostering strong relationships with students, families, staff and governors.
- Proven ability to manage and deliver change in relation to teaching standards and outcomes.
- A clear track record of leadership with measurable impact.

Desirable:

- Experience of working with school governors and contributing to governance accountability.
- Teaching or leadership experience in more than one school or educational context.

Personal Qualities

The successful candidate will demonstrate a **deep passion** for both academic excellence and personal growth—for themselves and those they lead. They will model **integrity, humility, and professional standards** at all times, earning the trust and respect of students, staff, and wider stakeholders. **Approachable and emotionally intelligent**, they will build **strong, supportive relationships** across the school community. Their leadership will be characterised by **inspiration, resilience, and clarity of purpose**, consistently motivating others to reach their full potential. With a **reflective and self-aware** approach, they will welcome feedback and continuously seek opportunities for **personal and professional development**, embodying the values of **ambition, inclusivity, and lifelong learning**.

Safeguarding of Students and Duty of Care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education document](#) (Department of Education).

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Academies Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.