



ELLIS GUILFORD SCHOOL
Creative Education Trust

Assistant Principal Information Pack

www.ellisguilfordschool.org.uk



Where **EGScellence** thrives,
and the **EGSceptional** shine



A WARM WELCOME FROM MISS JOHNSON

Principal at Ellis Guilford School

As the very proud Principal of Ellis Guilford School, I have great pleasure in welcoming you to our community. Thank you for taking an interest in who we are, and what we do!

One of my most exciting responsibilities as Principal, is the recruitment and development of a highly skilled staff team. When joining this team, a significant amount will be asked of you, but in return, we provide extensive support to develop your skills and expertise, so that you can be the very best in your field.

All staff at EGS, hold the belief that every child can be, and will be, successful. We are relentless in the pursuit of ensuring every single child is championed, listened to, encouraged and celebrated.

If you are energetic, passionate and share a vision similar to ours, then we would love to hear from you.

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title	Assistant Principal	Location	Ellis Guilford School
Salary	L13-17	Hours	Full Time, leadership
Department	Senior Leadership Team	Reports to	Vice Principal

Job Purpose:

To lead and manage EGScellent attendance and behaviour, in order to continue to improve educational outcomes for all children.

At the Ellis Guilford School, we work together to create an ethos characterised by high expectations and a community in which children and staff feel valued.

Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.



KEY RESPONSIBILITIES AND DUTIES:

Behaviour and Culture

- Make a significant contribution to the development, communication and implementation of the school's vision, leading and managing change across the school.
- Promote the school's ethos, policies and practices, taking part in school self-evaluation to monitor impact and ensuring that resources are well utilised to meet improvement priorities.
- Support the development, implementation and monitoring of the Academy Improvement Plan in collaboration with the Principal and the SLT to make a sustained positive impact on educational outcomes.
- Support the development of and implementation of policies and practices that ensure children meet the school's expectations of conduct in order to ensure that they maximise their educational potential.
- Establish a high-quality continuum of provision to meet the needs of all children, particularly those who are disadvantaged and those with SEND.
- Work alongside the principal and the school's leadership at all levels to monitor, evaluate and review impact effectively, using this to plan and agree action moving forward.
- Model that you value learning at all times and provide a strong leadership presence to year groups and to staff.
- Be accountable to the principal for ensuring the educational success of the Academy within the framework of the Academy Improvement Plan and the Trust-wide school improvement strategy.
- Support the schools' transition programme, ensuring that our school is the first choice school within our local area.
- Develop the school's behaviour curriculum alongside the Vice Principal, to ensure it provides support and structure for children to demonstrate EGScellence at all times.
- Effectively support the implementation and monitoring of the school's behaviour for learning policy and the behaviour management procedures to secure outstanding conduct across the academy.
- Model high expectations and a commitment to excellence and ensure that this is achieved with and through the staff.
- Create a culture of continuous improvement that both engages the staff and meets their professional development needs.
- Support the strategic direction and formulate the ethos, policies and practices that establish effective provision in internal exclusion that significantly reduce the numbers of fixed-term exclusions, repeat fixed-term exclusions of disadvantaged children, children with SEND and contribute to a restorative and engaging culture.
- Work closely with the Senior Team leading on 'Curriculum' in order to address issues related to behaviour and attendance positively with tutor groups through the 'tutorial programme'.
- Ensure that restorative approaches are used effectively in the management of conflict resolution between children and between children and staff.
- Undertake frequent and regular visits to classrooms to support children to meet the school's expectations and to support teachers to create the appropriate climate for learning.





KEY RESPONSIBILITIES AND DUTIES CONTINUED:

- Work with relevant staff, including the achievement leaders of KS3, KS4 and KS5 to ensure that after school provision consolidates learning and progress which may have been affected by non-attendance at school.
- Work closely with the pastoral team to ensure that they set high standards at all times.
- Take responsibility for ensuring that the continuum of additional specific provision is implemented effectively and meets the needs of all children effectively.
- Support the practices that establish the on-call system as a procedure that de-escalates negative behaviour effectively and which reduces any negative impact on learning by persistent disruptive behaviour.
- Analyse patterns and trends in data, utilising strengths to plan to do more of the effective strategies noted whilst also planning and agreeing actions with relevant staff to address issues.
- Support the Culture Team to ensure that all children educated on the right pathway for them.
- Work with relevant staff to provide training, developmental support and challenge as appropriate.
- Provide strategic and operational leadership for Special Educational Needs across the school, championing inclusive practice, ensuring that children with SEND receive high quality provision and experience a strong sense of belonging to reach their full potential.
- Lead on closing gaps and improving outcomes for children with SEND, alongside other inclusion staff.

Rewards

- Lead motivational programmes and the rewards culture to incentivise children in order to substantially improve engagement in learning and to drive progress.

Attendance

- Lead the development, implementation and review of the school's attendance strategy, ensuring alignment with school improvement priorities.
- Champion a positive, inclusive attendance culture where our children feel safe, valued and motivated to attend.
- Ensure attendance strategies are equitable and child-centred.
- Set ambitious targets for attendance and persistent absence and monitor progress against these.
- Use data intelligently to identify trends, target interventions and evaluate impact.
- Ensure the school meets statutory requirements and guidance relating to attendance.
- Line manage attendance staff.
- Oversee daily attendance processes.
- Oversee casework for children with barriers to attendance.





KEY RESPONSIBILITIES AND DUTIES CONTINUED:

Supporting the work of Creative Education Trust

- Develop strong, positive relationships with Creative Education Trust colleagues, participating in trust-wide work and projects as appropriate.
- Participate with internal and external partners and specialists to share best practice, contribute to the development of Trust strategies and policies and promote the school and Creative Education Trust in a national context.
- Undertake any other reasonable duties deemed appropriate to the role.

Other Responsibilities

- To undertake as required other duties and responsibilities relevant to the job or the seniority of the post as directed by the Principal.

This job description is not necessarily a comprehensive definition of the post, and the post holder will be required to undertake other duties appropriate to the grade and character of the work as directed. The job description will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the post holder. The duties may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal.



JOB REQUIREMENTS

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none">• Qualified Teacher Status• Degree in relevant subject• Recent and relevant CPD	<ul style="list-style-type: none">• NPQs• Masters level qualification in relevant subject
Experience	<ul style="list-style-type: none">• Experienced at 'walking the walk' with a track record of being able to provide a strong, visible leadership presence that promotes the respect of children and staff.• Proven track record of significant successful senior leadership. Proven track record of substantially raising standards of behaviour and attendance• Excellent track record as an effective practitioner, able to create specific strategies that meet the needs of children, particularly those with SEND and those who are disadvantaged.• Successful experience in leading effective change• Extensive experience of developing staff, of team building and developing student involvement in school.	<ul style="list-style-type: none">• Experience of leading on transition arrangements within a secondary school setting. Experience of developing and executing a robust personal development and behaviour curriculum
Knowledge and Understanding	<ul style="list-style-type: none">• Skills and experience of school improvement processes and how these drive outcomes. Outstanding knowledge of behaviour frameworks and processes.	

JOB REQUIREMENTS

	ESSENTIAL	DESIRABLE
Skills and Personal Attributes	<ul style="list-style-type: none">• Successful leadership of school improvement strategies with a proven track record of significantly improving children outcomes.• Must be able to work constructively under pressure.• Ability to persuade and influence others towards the schools' vision.• Resilience and a "can do", "will do" work ethic.• Strong analytical skills and the ability to make complex information clear to all staff.• Skills in developing and implementing behaviour management and praise strategies to substantially impact both the attitudes to learning and the outcomes for vulnerable children.• The ability to develop a philosophy of high aspirations and expectations for every child.	
Equal Opportunities	<ul style="list-style-type: none">• A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity	
Safeguarding	<ul style="list-style-type: none">• A thorough understanding of up-to-date safeguarding requirements and best practice	
Other Requirements	<ul style="list-style-type: none">• Elevated expectations for every pupil and a proven track record of making a difference to the learning and experiences of pupils inside and outside the classroom	

WHY IS ELLIS GUILFORD SCHOOL A SPECIAL PLACE TO WORK?

HERE'S WHAT OUR STAFF SAY...

"The diversity, in all its forms here makes EGS such special place to work. Having worked in different schools, I find children here at Ellis are more respectful and tolerant of other people than students at other schools."

Mrs Neave - Lead Practitioner

"EGS is special because of the strong sense of community, more than any other school I have experience. Staff really care about the students and share belief that each young person deserves the best."

Mr Brookes - Head of Year

"Ellis Guilford School is a special place to work because everyone is valued and everybody is recognised for the role they play."

Mr Al Rawi - Site Staff

"The culture of this school is extremely supportive and forward thinking. Every decision in this school is made with the children's best interests in mind and supportive of staff wellbeing."

Mrs Cunningham - Teacher of Geography

"I feel so supported here at EGS, It goes further than just a staff relationship - when people check in with you, they really mean it!"

Mr Hunter - Head of Year

"The children make EGS a special place to work! They have wonderful personalities and are polite, kind and engaged. Because of the relationships they have with staff and the clear routines that we all drive, they trust that we want the best for them and their education."

Mrs Evans - Director of Faculty (English)

