

## Fortis Trust – Job Description

### POST TITLE

Assistant Principal: Behaviour & Culture

### RESPONSIBLE TO

1. Vice Principal: Behaviour & Culture
2. Bradfields Academy Principal
3. Executive Principal/CEO

### PURPOSE OF JOB

The Assistant Principal: Behaviour & Culture will be responsible for:

- Be a strategic pastoral lead, ensuring inclusive quality support and care for all students.
- Manage staff and resources.
- Be the Designated Looked After Children Lead (DLAC)
- Monitor and report Pupil Premium spends and impact to the Vice Principal: Behaviour & Culture.
- Oversee and quality assure the PEP process for looked-after children, plan spends, and report on impact.
- Be the Designated Safeguarding Lead (DSL) taking lead responsibility for safeguarding and child protection (including online safety) within the academy.
- Act as the first point of contact for staff, students, parents, and external agencies regarding safeguarding concerns
- Work with the Vice Principal: Behaviour & Culture to ensure the pastoral curriculum is established, developed, implemented, and reviewed, meeting the needs of all students.
- Lead on the implementation of pastoral reviews with Engagement Support Leads for their communities.
- Monitor, collect and evaluate data for pastoral standards.
- Provide a safe, calm and well-ordered environment.
- Lead strategic improvement and development of Bradfields Academy.
- Ensure pastoral policies are regularly reviewed and updated, and achieve academy aims and objectives.
- Contribute to the organisation, management, and delivery CPD opportunities and INSET
- Support day-to-day management of the academy.
- Support in the acquisition of quality marks.

## 1. DUTIES AND RESPONSIBILITIES

The duties and responsibilities listed below are indicative of the tasks the Assistant Principal: Behaviour & Culture will perform, and are not intended to be an exhaustive list. The post holder will be expected to take on additional responsibilities appropriate to the role as they arise.

## 2. STRATEGIC LEADERSHIP & MANAGEMENT

- Manage ESLs, tutors, the Parent Carer Partnership Team and maintain effective resource allocation.
- Lead and manage the pastoral curriculum, working with the Vice Principal for Behaviour & Culture, Engagement Support Leaders (ESLs) and tutors to ensure high standards in planning, delivery, and assessment.
- Maintain high standards of care and welfare for students, working with the Vice Principal for Behaviour & Culture, Engagement Support Leaders (ESLs), tutors and the wider pastoral team.
- Improve the quality of tutoring and pastoral provision.
- Contribute strategically to whole academy improvement.
- Manage referrals to the Local authority children's social care for suspected abuse or neglect; the Channel programme for concerns about radicalisation; the Disclosure and Barring Service (DBS) if a person is dismissed or leaves due to risk/harm to a child and the police if a crime may have been committed.
- Support staff who make referrals and offer advice and guidance on child welfare, safeguarding, and child protection matters
- Lead on attendance.
- Ensure pastoral policies and practices are adhered to and help develop policies to achieve academy aims and objectives.
- Develop, implement, and review safeguarding policies and procedures to ensure they are effective and up to date.
- Ensure all staff are aware of and follow the school's safeguarding policies and procedures.
- Develop extra-curricular offer to be accessible for all students.
- Develop pastoral support offer during on-site closure.
- Lead ESLs in planning Enrichment activities and Holiday clubs/Summer School.
- Ensure Pastoral Support and Duty rotas are impactful.
- Maintain accurate, confidential, and up-to-date records of all safeguarding concerns, referrals, and actions taken.
- Monitor progress towards academy and Trust aims and objectives.
- Contribute to academy evaluation and standards reporting.
- Deputise for the Vice Principal as required.

### 3. SELF-IMPROVING SYSTEM

- Plan strategically and monitor progress towards achievement of aims and objectives. Working with staff to secure excellent outcomes for all students.
- Promote a culture of safeguarding throughout the academy and trust.
- Contribute to Academy Improvement & Development Plan.
- Oversee Pupil Premium for effectiveness and suitability.
- Ensure systems, organisation, and processes are efficient and compliant.
- Demand ambitious standards for all students and staff.
- Target Pupil Premium Plus (PP+) funding to address attainment gaps for looked-after children.
- Set progressive targets for Pupil Premium impact, monitor spends, review outcomes, and report annually to the Vice Principal: Behaviour & Culture, Principal and Executive Head/ CEO, and Governors.
- Ensure all staff receive appropriate safeguarding and child protection training (including induction and regular updates).
- Lead or coordinate safeguarding training for staff and ensure training records are kept up to date.
- Ensure full knowledge and preparation for Ofsted.
- Work with the Trust Improvement Partner / Central Team for continual improvement.
- Work with ESLS to undertake Community monitoring to inform improvement.
- Ensure the Investors in Pupils programme is implemented effectively and consistently.
- Undertake the Annual Safeguarding Audit returns for the Local Authority, presenting audit outcomes to the Principal, Executive Principal/CEO and Governors.
- Undertake regular outcome monitoring and engage in audits, action any identified areas for development in a timely manner.
- Liaise with the Vice Principals and ESLs to monitor standards across communities.
- Actively support and develop Fortis Trust.
- Model innovative entrepreneurial approaches to improvement and leadership.
- Inspire and influence others on the value of education and employment.
- Participate in performance management and appraisal.
- Support MLT and SLT in acquiring Quality Marks.
- Promote equal opportunities and implement Trust's equality and diversity policies.

### 4. COMMUNICATION AND CONSULTATION

- Present standards reports to senior leaders, governors and trustees as appropriate.

- Promote good relationships and liaise with parents/carers and key stakeholders to support student pastoral progress
- Provide accurate and timely information to local authorities and Virtual Schools on recruitment, enrolment, attendance, retention, achievement, progression, and destination of LAC students.
- Support the effective use of communication systems e.g. Seesaw.
- Monitor and report student pastoral progress to parents/carers.
- Lead responsibility for promoting the educational achievement of looked-after children and previously looked-after children, including those aged 16-18 registered at Bradfields Academy.
- Liaise with the local authority, social services, police, and other agencies as required.
- Attend and contribute to child protection conferences, strategy meetings, and core groups as appropriate
- Communicate effectively with parents/carers, staff, and external agencies regarding safeguarding issues, while maintaining confidentiality
- Report regularly to the Principal & Trust Safeguarding Lead and governors on safeguarding matters and the effectiveness of safeguarding arrangements
- Develop effective relationships with professionals.
- Promote positive public relations with the local and wider community.
- Take the lead on the academy Safeguarding newsletter for parents and carers.
- Lead pastoral community briefings, assemblies, and events as required.

## **5. RELATIONSHIPS & SUPERVISION**

- Build positive relationships across the Trust community.
- Work closely with colleagues and outside agencies (such as Virtual Schools, social workers, and local authorities) to secure positive progression routes and outcomes for LAC young people.
- Work with Assistant Principal: Teaching, Learning & Curriculum, the Virtual School Heads (VSHs) and key academy staff to ensure educational achievement of looked-after and previously looked-after children, prioritising personal, emotional, and academic needs.
- Supervise and manage Engagement Support Leads (ESLs), Tutors and the Wider Pastoral Team Lead.
- Work closely with Vice Principals, Assistant Principals, Subject Leaders, Engagement Support Leads, and Virtual Heads to support looked-after children.
- Lead and manage the academy safeguarding team
- Engage with young people to secure their views about academy provision, ensuring the offer meets their aspirations and expectations
- Develop respectful, trusting relationships with young people, their carers, and support agencies.

- Establish relationships and agreed working methods between the academy, Virtual Schools, and Local Authorities regarding LAC students.
- Liaise with the Trust's Safeguarding Lead for training, guidance and support, as required.
- Supervise Community ESLs, Community Lead TAs, Tutors, Teaching Assistants, and Support Staff relevant to responsibilities.
- Maintain efficient working relationships with the Parent & Carer Partnership Team, Wider Pastoral Team, students, staff, Local Authority, parents, governors/trustees, and visitors.
- Promote and foster good relationships with parents/carers for all aspects of education.
- Liaise with ICT to ensure effective monitoring and filtering systems are in place, to safeguard students and staff.
- Liaise with outside agencies as appropriate.
- Promote goodwill and positive public relations locally and in the wider community.
- Responsible to the Vice Principals for strategic direction and academic and pastoral duties.

## **6. QUALITIES AND KNOWLEDGE**

- Communicate the Academy's and Trust's mission, aims, values, and policies to staff, students, and parents and outside agencies.
- Lead by example, articulating clear values and moral purpose.
- Build positive relationships within the academy community and support the development of communities and ESL's.
- Stay updated with educational developments locally, nationally, and globally.
- Ensure up-to-date knowledge and compliance with statutory requirements for looked-after children and previously looked-after children.
- Carry out all statutory duties and responsibilities as outlined in government guidance for designated teachers for looked-after children.
- Keep up to date with statutory guidance and best practice in safeguarding and child protection.
- Translate policy into academy context and practice with political and financial astuteness.
- Ensure safeguarding knowledge and practice are up to date.
- Support staff in the planning and delivery of pastoral sessions/assemblies.
- Support the Vice Principal to strategically lead and support the Middle Leadership Team.
- Hold staff to account for professional conduct and practice.
- Participate in performance management and appraisal.

- Promote equal opportunities and implement Trust's equality and diversity policies.

## **7. SYSTEMS AND PROCESSES**

- Support Fortis Trust's principals of Excellent Practice and continuous improvement and development.
- Ensure consistent use of academy systems, organisation, and processes.
- Ensure effective use of pastoral assessment and behaviour monitoring systems.
- Monitor and report to parents/carers on student progress.
- Ensure needs of all students are met through appropriate pastoral curriculum.
- Ensure adherence to academy timetable, and lead on the Pastoral Support Response and duties rota.
- Ensure adherence to Pastoral Policies.
- Monitor, collect, evaluate, and report data on pastoral standards to the Vice Principal; take action to address any underperformance.
- Monitor attendance of LAC and care leaver students, contacting students, parents, carers, and Virtual Schools where a learner becomes 'at risk' and developing early interventions.
- Develop and implement children's Care Plans (including Health Plan and Personal Education Plan - PEP) in partnership with others, working closely with the academy's DSL as required.
- Initiate and coordinate the review process for Personal Education Plans (PEPs), ensuring compliance with statutory timelines and linking with curriculum staff and external agencies as required
- Schedule and chair PEP reviews, reviewing outcomes based on individual progress, needs, and aspirations.
- Maintain accurate records of work carried out with individual students to support their continued engagement with learning.
- Provide reports and attend meetings, events, and development activities within and external to the academy as appropriate.
- Report annually on outcomes and impact for looked-after children to senior leaders and Governors.
- Monitor attendance of all students across communities.

## **8. STUDENTS AND STAFF**

- Demand ambitious standards for all students; instil accountability in staff for student outcomes.
- Organise daily routines of learning community staff; monitor and evaluate their work.
- Lead on the educational attainment and progress of looked after Children (LAC) and care leavers within the academy.

- Coordinate and deliver pastoral support, mentoring, advocacy, and challenge to LAC and care leavers, both on a planned and responsive basis
  - Promote the inclusion and wellbeing of all LAC and care leaver students.
  - Support the academy's procedures for mental health support, acting as a Mental Health First Aider if required
  - Monitor impact of behaviour/pastoral interventions.
  - Collaborate with subject leaders and ESLs on behaviour management.
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- Establish a culture of sharing best practice.
  - Support behaviour management and speech/language development in partnership with relevant teams.
  - Ensure that local contextual safeguarding issues are communicated to staff.
  - Encourage a solution-focused approach to supporting students.
  - Ensure consistency in pastoral practices across learning communities.
  - Support pastoral curriculum development with ESLs.
  - Hold staff accountable for professional conduct and practice.
  - Participate in performance appraisal and management.

## **9. TRAINING**

- Undergo training to maintain the required knowledge and skills.
- Undertake DSL training annually.
- Complete yearly Safeguarding, FGM, Prevent, and other relevant training.
- Maintain up-to-date training in Virtual School PEP systems and awareness of local authority guidelines for designated teachers
- Pursue qualifications and training relevant to the role.
- Seek training and continuous professional development for self, the academy and the Trust.
- Undertake training to prepare for Ofsted inspections.
- Be a Team Leader for Academy Performance Management.

## **10. SAFEGUARDING**

- Be the Designated Safeguarding Lead (DSL) and promote a culture of safeguarding.
- As the Designated Safeguarding Lead, work with and train Deputy DSLs to manage safeguarding software system.
- Provide regular training and updates to all academy staff.
- Embed and maintain effective monitoring practices for safeguarding.

## **11. OTHER RESPONSIBILITIES**

- Be available during school hours (and arrange adequate cover during out-of-hours activities) for staff to discuss safeguarding concerns.



- Ensure there is always appropriate cover for the DSL role, including during out-of-hours or term breaks.
- Undertake duties as per the School Teachers' Pay & Conditions Document & Teacher Standards.
- Carry out any other reasonable duties as designated by the Vice Principals, Principal & Executive Principal/CEO.
- Deputise for the Vice Principal as required.

## 12. NEGOTIATED RESPONSIBILITIES

- Liaise with the Principal to develop areas of responsibility.

### Notes:

This job description may be amended at any time in consultation with the post holder.

Next Review:

Principal's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Post Holder's name: \_\_\_\_\_

Post Holder's signature: \_\_\_\_\_

Date: \_\_\_\_\_