



Chilmington Green School

The best in everyone™

Part of United Learning



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CHILMINGTON GREEN SCHOOL

Assistant Principal/ Associate Assistant Principal – Inclusion and Behaviour

Role:	Assistant Principal/ Associate Assistant Principal (Inclusion and Behaviour)
Location:	Ashford, Kent
Salary:	Competitive, commensurate with experience
Contract type:	Full Time
Contract Term:	Permanent
Start date:	September 2026

The Role

Chilmington Green School is a co-educational, non-selective Secondary school which opened in September 2023. It will grow to become a 6-form entry school with a sixth form of 240 pupils. The school is building on United Learning's successful track record locally and nationally, providing an excellent secondary education for local children. The successful candidate will join the school at a key point in the school's growth. This is an exciting opportunity for a candidate with vision, experience and energy to join a small and growing leadership team. Furthermore, being part of an establishing school offers excellent professional development and future career prospects.

We are recruiting for either an Associate Assistant Principal, or an Assistant Principal, dependent on the experience of the successful candidate. The successful candidate will join an existing senior leader for pastoral care to increase our capacity within the team. Either role has significant opportunities for progression and development within the leadership team as the school grows to full capacity.

About You

We are looking for an exceptional leader with the vision and commitment to shape our growing school throughout its formative years and beyond. We are looking for a leader who will create a culture of excellence and who shares the Trust's determination to bring out the best in young people.

The position is a great match for someone with the highest expectations, determination, resilience, audacity and compassion in equal measure.

The successful candidate will work closely alongside the Principal and senior leadership team and will lead the strategic direction of the Inclusion and behaviour strategy, ensuring all students make exceptional progress throughout their time with us. The successful candidate will lead experienced and growing team, including both the SENCo and our pastoral team, to ensure that all students are well supported to fully access the curriculum and wider opportunities in school.

This role will also involve other aspects of whole school leadership, which may include welfare, safeguarding, attendance, rewards and co-curricular. The precise role is open to negotiation based on the strength and experience of the candidate appointed.

Principal: Mr Jon Rutland

As with all members of the Senior Leadership Team, this role comes with responsibility for ensuring the smooth and effective running of the school on a day-to-day basis. As a significant member of the Leadership Team, the Assistant Principal works in partnership with the Principal in defining and articulating the vision and values for the School and then implements this through their actions. They are committed to securing United Learning's aim of 'Best in Everyone'.

United Learning values diversity and inclusion and is committed to creating and sustaining a more ethnically diverse workforce. In this regard we would not only welcome applications from professionals of minority ethnic origin, but from majority ethnic professionals who share our commitment.

What we offer

- A variety of discounted services from supporting your wellbeing, to a car lease scheme and access to Westfield Health
- Health Cash Plan and 24/7 access to a virtual GP with same day prescription
- Huge support and progression opportunities, part of the largest education trust in England
- A knowledge rich curriculum, built on 'powerful knowledge' and a traditional T&L approach built around Rosenshine and TLAC
- Collaborative planning with centralised shared units of work and resources, developed by Trust subject specialists.
- Excellent support from United Learning central team colleagues
- A feedback policy focused on whole class feedback – no onerous marking policies
- Disruption-free learning
- Highly visible/supportive senior leaders
- No formal graded lesson observations – just ongoing 'no-stakes' instructional coaching, helping you to continuously develop and grow
- Excellent ongoing CPD, career development and promotion opportunities – including NPQs and Trust Leadership Programmes
- Three extra inset days
- United Learning Pay Scale above the National Benchmarks
- 1 personal day a year - granted by the Principal

Benefits of working for United Learning:

Our pledge, to all our teachers, is that by working for us you will benefit from **more pay, more time, and more support.**

More pay...	More time...	and more support
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Principal: Mr Jon Rutland



<ul style="list-style-type: none">• We pay an average of 5% above national scales – the best rates of pay in the sector• Cash towards medical treatment• Generous staff discount scheme	<ul style="list-style-type: none">• Three extra INSET days for planning• At least one personal day a year	<ul style="list-style-type: none">• Great training for your career• Exceptional curriculum resources• Expert subject advice• Support for your wellbeing & Staff Development
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What we are looking for

- Highly effective professionals with excellent knowledge in their area of expertise, who can deliver exceptional outcomes
- Colleagues who are aligned to our mission and vision. If you are the type of person who fits with our culture, you will love working here.
- Colleagues who passionately believes that all children can achieve, no matter what their starting point, background or needs. Someone that does not make excuses for what children can achieve.

For a confidential discussion about this role, please contact: Jon Rutland, Principal, jonathan.rutland@chilmingtongreenschool.org.uk or HR@chilmingtongreenschool.org.uk.

Purpose:

The role of the Assistant Principal is work with the Principal & Vice Principal to maintain an excellent climate for learning and to ensure that all students access the full curriculum and the wide range of character enhancing opportunities available to them. **The roles listed below are indicative, and are flexible based on the experience and aspirations of the successful applicant.** These roles may change over time in response to the changing needs of the school and leadership team.

Inclusion and Behaviour

- Line management of Heads of Year and the wider pastoral team.
- Strategic lead for Attendance, rewards, behaviour and Interventions.

Principal: Mr Jon Rutland



- Strategic lead for Raising Aspirations, including the oversight of CEIAG and student destinations.
- Be a key part of the safeguarding team and be committed to the safeguarding of young people.
- To be a highly visible senior leader who ensures the climate for learning is right for every child.
- Play a major part in securing outstanding outcomes in the classes you teach and across the school.

SEND

- To oversee strategies to support individuals, ensuring all students achieve their potential.
- To line manage the SENCo, wider SEN team and other middle leaders across the School as directed by the Principal.
- Oversee strategic development of the school SEND Policy to ensure compliance with statutory requirements and best practise.
- Champion an inclusive culture and promote high expectations and equal opportunities for all SEND pupils.
- Alongside the SENCO, maintain a register of need and provision plans.
- Support students with medical needs and health care plans.
- Support the SENCO with EHCP reviews and other external agency meetings.
- Alongside the SENCo, provide developmental opportunities for the SEND team, monitor and evaluate the impact of SEND provision and inclusion strategies and use data to drive school improvement.
- Oversee the identification, assessment and access arrangements for students with SEND, ensuring timely intervention and thorough support plans.
- Maintain effective communication with families and external agencies regarding SEND provision and student progress.

Alternative Provision

- To contribute to raising standards of achievement and maximizing student attainment in all subjects across the school in both mainstream and alternative provision.
- Collaborate with students and families to support with overcoming barriers to learning, ensuring a high quality of provision for all students.
- Design and implement tailored support and provision where required, both in school and through external providers.
- Monitor and evaluate the impact of all alternative provision and reintegration programmes.

Teaching

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere
- To use teaching strategies which will engage and challenge students appropriate to their needs and the demands of the curriculum.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required

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- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To undertake a designated programme of teaching
- To ensure a high-quality learning experience for students which meets internal and external quality standards
- To prepare and update subject materials
- To maintain good order, discipline and respect for others; to promote understanding of the school's rules and values; to encourage good practice with regard to punctuality, behaviour, standards of work and homework; to safeguard health and safety and to develop relationships with and between students conducive to optimum learning
- To undertake assessment of students as requested by external examination bodies, department and School procedures
- To mark, grade and give written, verbal and diagnostic feedback to students of individual work and group work they have undertaken

Curriculum Provision:

- To assist on the curriculum provision that provides a range of teaching and learning which complements the School's strategic objectives

Staff Development:

- To take part in the School staff development programme by participating in arrangements for further training and professional development
- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the appraisal review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the School

Quality Assurance:

- To adhere to and to help to implement school quality procedures
- To lead on the process of monitoring and evaluation of the department in line with school procedures, including evaluation against quality standards and performance criteria
- To identify improvement required to the teaching and learning demonstrated within the department
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

Management Information

- To quality assure appropriate records and to provide relevant accurate and up-to-date information for the School management information system
- To assist in the tracking and intervention of students across the department

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- To track the progress of assigned students and use this information to inform teaching and learning and intervention programmes across the department with the support of other leaders

Communications

- To communicate effectively with the parents of students as appropriate
- To communicate and co-operate with persons or bodies outside the School, where appropriate.
- To follow agreed policies for communications in the School
- To attend meetings in accordance with the School policy

Other specific duties:

- To play a full part in the life of the School, community, to support its strategic commitment, purpose and intent and to encourage staff and students to follow this example
- To promote actively the School policies
- To continue personal, professional development
- To actively engage in the School self-review and evaluation processes
- To actively engage in the School appraisal processes
- To comply with the School Health and Safety Policy and undertake risk assessments as appropriate
- To attend meetings as determined and directed by the Principal
- To undertake any other duty as specified by the Principal not mentioned above
- To comply with the School procedures concerning safeguarding and to ensure that training is accessed

Explanatory Notes

This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes. As a term of your employment you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.

This job description and allocation of particular responsibilities will be reviewed on appointment. Such a review will take place as part of the appraisal cycle and at any other time on request.

This procedure will be conducted by the line manager in consultation with the post holder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

This job description does not form part of the contract of employment. It describes the way the postholder is expected and required to perform and complete particular duties set out above.

Associate Assistant Principal/Assistant Principal Behaviour & Inclusion - Person Specification

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	Essential	Desirable
QTS	Y	
Appropriate degree or equivalent		
SENCO Qualification		Y
Further professional qualifications or subject development in own subject		Y
Detailed knowledge and understanding in own subject with the ability to teach to GCSE level	Y	
Engagement with educational research to reflect on pedagogical practice		Y
Confident classroom management	Y	
Confident in the use of IT to support teaching	Y	
Ability to motivate and encourage students	Y	
Ability to maintain good professional relationships	Y	
Experience of marking for exam boards		Y
Experience of teaching across the 11-16 age range	Y	
Evidence of use of strategies for raising achievement and achieving excellence	Y	
Ability to work as an effective part of a team, understanding how to support and promote others	Y	
Excellent interpersonal, presentation and communication skills	Y	

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Ability to contribute to the wider school	Y	
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