



Assistant Principal Job Description & Person Specification

EMMAUS
CATHOLIC MAC
Our journey with Christ

Job Description for Assistant Principal

Grade: L10 – L14

Line Manager: Vice Principal or Principal

Contract: Full-time

Status: Senior Leadership Team

This Job Description and Person Specification should be read in conjunction with that of a **Class Teacher** and the **School Teachers' Pay and Conditions Document (STPCD)**.

Job Purpose

The Assistant Principal will work as a member of the Senior Leadership Team, under the direction of the Principal, to provide strategic, operational and professional leadership in order to secure the highest standards of Catholic education and faith formation, inclusion, behaviour, safeguarding and outcomes for all students.

The postholder will act in accordance with:

- The **Teachers' Standards**
- The **policies and practices of Emmaus Catholic Multi Academy Company**
- The **Protocols and Directives of the Archdiocese of Birmingham**

and will actively contribute to the MAC's mission of:

"Forming Christ-centred pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice."

General Professional Duties and Responsibilities

Under the direction of the Principal and Vice Principal, the Assistant Principal will be expected to:

- Play a full and active role as a member of the Senior Leadership Team, including acting as a Deputy Designated Safeguarding Lead
- Contribute to the strategic leadership, vision and direction of the school
- Support the Principal and Vice Principal in ensuring that the school is conducted as a Catholic school in accordance with the teachings of the Catholic Church, Canon Law, and in accordance with the Trust deed of the Archdiocese of Birmingham.
- Take responsibility for whole-school leadership areas, as determined by the Principal
- Act as a role model of professional practice, integrity and high expectations
- Support, challenge and hold to account staff to secure high standards of teaching, learning, behaviour and conduct
- Teach across the age range, as directed
- Undertake professional duties in accordance with the **STPCD**
- Undertake line management responsibilities as allocated by the Principal
- Represent the school professionally within the **MAC, Diocese and external partnerships**

Key Responsibilities

Strategic Leadership and School Improvement

- Contribute to the development, implementation and evaluation of the School Development Plan
- Lead and support whole school improvement priorities, ensuring impact on student outcomes
- Work collaboratively with SLT to prepare for and contribute to Ofsted and Catholic Schools Inspections
- Use qualitative and quantitative data to evaluate effectiveness and inform strategic decisions
- Ensure school policies and practices are implemented consistently and effectively
- Contribute to the work of the wider MAC, as relevant, to support the improvement of all MAC schools

Teaching, Learning and Curriculum

- Promote and secure high quality teaching and learning across the school
- Contribute to curriculum intent, implementation and impact within areas of responsibility
- Lead and participate in quality assurance processes, including:
 - Lesson observations
 - Learning walks
 - Work scrutiny
 - Data analysis
 - External validation
- Support staff to improve classroom practice through coaching, modelling and professional dialogue

Leadership and Management of Staff

- Line management of designated staff and/or teams, ensuring:
 - Clear expectations
 - Effective performance management
 - Appropriate professional development
- Support staff wellbeing, professional growth and accountability
- Contribute to the design and delivery of **Professional Learning and Development and Formation (PLDF) and INSET**
- Communicate effectively with staff, students, parents, governors and external partners

Behaviour, Culture and Safeguarding

- Promote high standards of behaviour, conduct and attitudes to learning
- Ensure safeguarding responsibilities are upheld in line with statutory guidance, including acting as a Deputy Designated Safeguarding Lead
- Contribute to a school culture that is inclusive, respectful, safe and aspirational
- Actively promote equality, diversity and inclusion

Accountability and Governance

- Report to SLT, the Local Governing Body, CEO and Board of Directors, as required
- Work with link governors relevant to areas of responsibility
- Contribute to the evaluation of leadership and management effectiveness

Other Professional Responsibilities

- Uphold the Nolan Principles of Public Life
- Maintain confidentiality and comply with GDPR and FOI requirements
- Contribute to and support the Catholic ethos and mission of the school and MAC
- Attend school events and meetings as required
- Complete AM, Break, Lunch and PM duties, as required by the Principal.
- Accept reasonable flexibility in duties in pursuit of raising standards
- Comply with all school and MAC policies, including safeguarding and health & safety

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who meets children, and their families has a role to play. To fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, always, what is in the best interests of the child.

It is the postholder's responsibility to carry out their duties in line with MAC policy on equality and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. The postholder should act as an exemplar on these issues and should identify and monitor training for their self and any employees for whom they are responsible.

The postholder must always carry out their responsibilities with due regard to the MAC policy, organisation and arrangements for Health and Safety at Work Act 1974.

The job description is not intended to be an exhaustive list of all duties and responsibilities that may be required.

The job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the postholder.

All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising student achievement. The MAC reserve the right to determine specific duties and tasks to reflect the changing needs of the school. This will be done without fundamentally changing the general character of the post or its level of responsibility.

Emmaus Catholic Multi Academy Company is an equal opportunities employer committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This position is, therefore, subject to an Enhanced Child Workforce Disclosure and Barring Service Check.

Emmaus Catholic MAC is committed to safeguarding and promoting the welfare of children and young people. This position is subject to an Enhanced Disclosure check under the Rehabilitation of Offenders Act 1974. All applicants must be able to provide documentation to prove their right to work in the UK.

The information below serves to outline the roles and responsibilities of the DSL (and any deputies) as outlined in KCSIE, September 2025

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or a deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. [NPCC - When to call the police](#) should help understand when to consider calling the police and what to expect when working with the police

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#).
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college¹⁵⁶. This includes:
 - ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes

¹⁵⁶ We recognise that in some settings there may be a different strategic lead for promoting the educational outcomes of children who have or have had a social worker, particularly in larger schools or colleges. Where this is the case, it is important that the DSL works closely with the lead to provide strategic oversight for the outcomes of these children and young people.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within is shared, this happens in line with information sharing advice as set out in Parts one and two of this guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCOs) or the named person with oversight for SEND in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- help promote educational outcomes by sharing information about welfare, safeguarding, and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training.

Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements¹⁵⁷
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers¹⁵⁸
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

¹⁵⁷ Full details in Chapter one of [Working Together to Safeguard Children](#).

¹⁵⁸ Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

Understanding the views of children

It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. They should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.



Person Specification: Assistant Principal

	Essential	Desirable	Application	Interview
Education and Training				
DfE recognised Qualified Teacher Status	x		x	
Degree or equivalent qualification	x		x	
Evidence of PLD relevant to the role within last 2 years	x		x	
Evidence of further/wider professional development		x	x	
Working towards a recognised senior leadership qualification		x	x	
Knowledge and Experience				
Successful classroom practitioner with impact on student outcomes.	x		x	
Experience of leadership at middle or senior level.	x		x	x
Experience of leading or contributing to whole school improvement.	x		x	
Experience of quality assurance and self-evaluation .	x		x	
Experience of line management or staff leadership.	x		x	x
Knowledge of current educational policy and inspection frameworks.	x		x	x
Experience of working with governors or external stakeholders.	x		x	x
Experience of successfully leading subject, curriculum or whole school development.	x		x	x
Experience of coaching and developing others to improve their practice.		x	x	
Evidence of leading assemblies.	x			x
Evidence of impact on students'/staff/depts or at whole school level.	x		x	
Professional Skills				
Ability to raise standards for students of all abilities.	x			
Ability to evaluate and improve teaching and learning.	x			x
Strong communication skills (written and oral).	x		x	x
Ability to analyse impact using data.	x			x
Ability to lead and manage change effectively.	x		x	
Coaching and mentoring skills.		x		
Strategic Leadership				
Ability to contribute to whole-school strategy.	x		x	
Evidence of successful implementation and evaluation of initiatives.	x		x	
Commitment to school improvement and raising achievement for all.	x			x
Ability to articulate and model a vision and values.	x			x
Leading and Managing Staff				
Experience of working with other team leaders.	x		x	x
Evidence of leading or managing staff, a team or dept.	x		x	x
Evidence of leading events at Department or Pastoral Level.	x		x	x
Demonstrate understanding of the purpose of performance management and professional learning and development.	x		x	x
Evidence of supporting staff through mentoring or monitoring capacity		x	x	
Personal Qualities and Attributes				
Integrity, professionalism and resilience.	x			x
Ability to work collaboratively as part of a leadership team.	x			x
High expectations of self and others.	x			x
Empathy and commitment to inclusion.	x			x
Commitment to and alignment with the Catholic ethos of the school.	x		x	x
Safeguarding				
To comply with the MACs commitment to the protection and safeguarding of children.	x		x	x
Understanding of statutory requirements and guidance relating to safeguarding and child protection.	x		x	x

Experience as a (Deputy) Designated Safeguarding Lead		x	x	x
---	--	---	---	---

