

Role Profile			
Role	Assistant Principal – Primary Curriculum & ARRT	School	Oryx International School
Direct Reports	to be allocated	Reporting To	Assistant Vice Principal – Head of Primary
Role Purpose			
<p>To assist the AVP Head of Primary and the Senior Leadership Team with the leadership, management, and organisation of Oryx International School in seeking to achieve the highest standards of student engagement, behaviour for learning, achievement, and well-being.</p> <p>Specifically, taking responsibility for Curriculum and ARRT in Primary.</p>			
Key Accountabilities			
<p>Key Responsibilities:</p> <ul style="list-style-type: none"> To be an exemplary visible, positive role model for staff, students and parents. Ensure our safeguarding practices are of the highest standards and deal with primary child protection issues in liaison with the DSL To teach up to 10 lessons per week if/when required. Lead an area of specific whole school development. Actively promote parental involvement by organising termly parent events and workshops. Promote high levels of learner engagement and achievement to ensure the positive trajectory of student outcomes at Oryx International School. Assist with the appointment and induction of primary staff. Support the appraisal process for teachers and teaching assistants Keep abreast of UK best practices through personal research and disseminate this information to relevant colleagues in support of their professional development. Deputise for the AVP Head of Primary as required <p>Curriculum in Primary</p> <ul style="list-style-type: none"> Deliver the school's mission by ensuring the Primary Curriculum is engaging, value-rich, relevant, and reflects the diversity of our school's population. Take overall responsibility for curriculum planning and implementation. Ensure the curriculum provided supports students' learning and maximises achievement for all students Draft a clear policy for curricular provision within the school, which includes promoting school values, Qatar values, and Global Citizenship. Ensure continuity of learning and skills development through the provision of the curriculum Ensure the curriculum offers opportunities for creative teaching & learning whilst supporting the requirements of the approved programme and schemes Ensure that the curriculum fully supports the 3 mandatory subjects and that the curriculum offered to students not taking Arabic and Islamic is relevant and purposeful. Ensure that the curriculum is delivered in its entirety, making adjustments when necessary, and is supported by curriculum-led staff planning (CLSP) Ensure all long, medium and short-term plans are completed and accessible Promote Quality Assurance practices With the Assistant Principal for Pedagogy, research best practices and innovative approaches to curriculum design and planning 			

- In collaboration with the Vice Principal and other Assistant Principal colleagues, lead the design, development and implementation of key curricular development initiatives across the school.
- Ensure that all curriculum plans are in place, monitored, reviewed and amended by relevant Middle Leaders and stakeholders, according to the time scale set.
- Provide regular updates to parents on developments within curriculum provision
- Ensure documentation including parent information and the Parent Canvas Page are up to date and easily accessible
- Ensure cross curricular opportunities are maximized
- Ensure Primary Planners have relevant curriculum information in them
- Support the implementation of the school timetable and address any issues arising.
- Implement opportunities to ensure a smooth transition as students move to a new year group.

Assessment Recording Reporting & Tracking

- Promote a rigorous approach to using data and assessment for learning and how this impacts classroom practice and outcomes. Work alongside the Primary Leadership team and focus on ongoing classroom assessment, marking, and feedback. How are identified underachieving students being supported/high-performing students being challenged? Where is best practice seen, and how can this be shared/used to support others?
- Liaise closely with Primary SLT, phase and year leaders to ensure expectations are clear and the systems for tracking data are adhered to
- Liaise closely with the Vice Principal and Secondary Assistant Principal leading on ARRT to ensure similar systems and expectations across the whole school
- Liaise closely with the data manager to ensure all data is available and accurate before the start of each term.
- Lead CPD sessions for staff to ensure they understand the systems that are in place and how to use the data effectively
- Through termly Pupil Progress meetings with individual staff, ensure they are supported to use assessment information to drive positive student outcomes
- Through termly SEN and EAL meetings, ensure staff are meeting the needs of individual learners who have additional requirements
- Support the EAL and Inclusion lead to track and monitor the attainment and progress of SEN (inc G&T) and EAL learners
- Track the impact of intervention programmes to ensure our provision is exemplary and positive outcomes are evident
- Use soft drop data tracking to identify books required for moderation and validation and to identify students whose progress and /or attainment is a concern or where there are anomalies.
- Ensure the reporting process is clear to parents and staff and that the reporting procedures and documents are updated following feedback
- Ensure assessment elements of the Primary Planners are used to inform parents of attainment and progress
- Use GL tests, standardised testing and teacher judgements to analyse patterns in performance on an individual, group, cohort and Key Stage level and use this information alongside research to ensure our assessment practices are exemplary
- Based on projected numbers, ensure all assessment orders are placed in line with the Assessment cycle.
- Share suggested dates for the assessment and reporting cycle with the vice principal and AVP and, once agreed upon, with all staff.
- Facilitate the distribution and timetabling of assessments.
- Present a termly Headline summary of data indicating any strengths and areas for concern to the AVP and Vice Principal.

- Report to Orbital Assessment Lead on an annual basis

Effective Operation and Development of the School

- Support the school's vision, mission, values and policies and promote high levels of student achievement. Actively support the Executive Principal, Vice Principals and staff in the promotion and achievement of the aims and objectives of the school.
- As a member of the school leadership team, be involved in the school's planning, monitoring, evaluation and development through the School Development Plan and subject evaluation and development plans.
- Support all staff in achieving the school's priorities and targets and monitor their progress.
- Support the executive principal, vice principals, and assistant principals in implementing new directives, helping to ensure that staff members are fully informed and supported in making the necessary changes to their practice.
- Contribute to the school's organisation and the overall strategic direction of the school
- Support the leadership team to organise events and activities that benefit students, staff and the community

Leading & Managing

- As a member of the Leadership Team be involved in the Appraisal process of colleagues and integrate this into their professional development through our Quality Assurance Framework.
- In partnership with the Primary Leadership Team, organise, monitor and evaluate the work of those members of the support team responsible for implementing intervention strategies in Primary.
- Participate in the appointment and induction of teaching and support staff.
- As a member of the leadership team, I share the responsibility of the whole school for the pastoral care of students and staff.
- Ensure all staff are well informed of all aspects of school life to promote good communication and high morale. Encourage the practice of working as a team.
- As a member of the Leadership Team, I will be available at the beginning and end of the day to welcome students to and from school and deal with parental or staff concerns.
- Show commitment to the extracurricular and wider activities of the school.
- Promote and develop a positive and constructive partnership with parents and the local community.
- Lead whole school responsibilities across Primary and Secondary at the direction of the Executive Principal.

Resources

- Be aware of and respond appropriately to any health and safety issues team members raise.
- Ensure plans are in place to cover classes where a teacher is absent or unavailable.
- Lead school assemblies on a regular basis.
- Ensure that you remain current on developments and issues regarding pastoral and pedagogical developments, particularly within the Primary school
- . Work with the senior leadership team to establish priorities for school expenditure and monitor the effectiveness of spending and the usage of resources.
- Take on any additional responsibilities to be determined by the Executive Principal or the Vice Principal

The list of duties may be amended by the Executive Principal to suit the needs of the school.

GENERIC RESPONSIBILITIES OF SLT MEMBERS

- **SAFEGUARDING:**

Responsible for promoting and safeguarding students' welfare and raising any concerns in line with school procedures.

- **EQUALITY, DIVERSITY & INCLUSION**

responsible for promoting equality and diversity in line with school policies and procedures.

- **HEALTH & SAFETY**

responsible for following health and safety requirements per school policies and procedures.

- **TRAINING AND DEVELOPMENT**

Participate proactively in training and development, including qualification development required for the job role.

- **OTHER RESPONSIBILITIES:**

Play a full part in the life of the school community, both curricular and extra-curricular, to support its mission and ethos and to encourage and ensure staff and students follow this example.

Undertake as required other duties and responsibilities relevant to the job as directed by the Executive Principal.

Person Specification

Skills, Knowledge, and Experience

- A proven track record of excellent teaching
- Recent experience as a successful middle or senior leader
- Evidence of significant responsibility for the work of others and impact
- Experience of self-evaluation & improvement planning
- Experience in quality assurance
- Experience in managing data
- Knowledge and/or experience in a whole school setting
- Degree or equivalent
- Qualified Teacher status or recognised equivalent
- Further recognised and relevant qualifications, e.g. NPQML, NPQSL, Masters, etc...
- A clear vision of how to achieve educational excellence
- The ability to clearly and effectively guide staff in best practices in their pedagogy
- Outstanding communication skills to various audiences, both orally and in writing, with the ability to communicate logically, concisely and persuasively.
- The ability to lead and inspire staff
- An ability to form positive relationships with stakeholders
- Setting high standards for self, staff and students
- Outstanding pedagogy

- Up-to-date knowledge of pedagogical initiatives and developments
- A knowledge of current educational issues and their implications in an international setting
- Able to articulate the argument in favour of a knowledge-based curriculum
- A strong understanding of the impact of Curriculum and Assessment
- Ability to meet deadlines whilst working under pressure
- Excellent attendance record
- Commitment to the school's aims, ethos and vision.
- Advanced understanding of safeguarding/child protection procedures and responsibility for promoting and safeguarding the welfare of children, young people and vulnerable adults and for raising any concerns
- Willingness to continuously update skills and knowledge
- Emotional resilience and a flexible approach accommodating changing priorities and working patterns
- Ability to work effectively with people from diverse backgrounds
- Awareness of health and safety requirements relevant to the job

Competencies

- **Exceptional Leadership:** An inspirational and innovative leader who can secure full engagement of staff and other key stakeholders
- **Analytical, creative and flexible:** A problem solver with strong decision-making skills and critical thinking, but with the ability to adapt and change where required
- **Accountable:** Takes ownership and responsibility for decisions and sets standards to act as a role model
- **Strong Communicator:** Excellent communication and interpersonal skills, both verbal and written, which aid in promoting engagement and actively promoting the school
- **Team Worker:** Ability to work as a strong team leader and team member as required
- **Commercially astute:** Strong commercial awareness in an educational setting, able to deliver against set budgets and plan resource needs for the school
- **Resilient:** Demonstrates resilience to respond to challenge