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### Role Description

##### Business Area

##### Job Title: Vice Principal – Curriculum and Quality

##### Salary Scale: £81,204

##### Location: Hopwood Hall College

Accountable to: The Principal and Chief Executive

##### Hours of Duty: 37 per week

##### Special working conditions

The post holder may be required to work at any location of the College now or in the future in the evening and at weekends.

### Purpose

The post holder’s specific responsibility is to lead on raising standards, developing and driving the Further Education, Higher Education and work based curriculum. In addition, the post holder will lead the quality improvement strategy to ensure that participation targets and quality improvement targets are achieved in line with national policy and college standards.

The Vice Principal Curriculum and Quality will be a member of the Executive Board, with corporate responsibility for curriculum planning, delivery, student success, the learner experience, quality outcomes and curriculum delivered via partnership arrangements. The post holder will be the named lead at executive level for all curriculum and quality issues across the college and its delivery through partners and other bodies.

Providing outstanding leadership and management to the direct reports as detailed above, the Vice Principal will ensure that challenging targets are set and performance is managed to ensure optimum effectiveness in all areas under the control of this post.

The post holder will be the college nominee for inspection purposes.

### Duties

#### Senior Post Holder:

The Vice Principal Curriculum and Quality will provide inspirational leadership, development and direction across the college. The post holder will be responsible and accountable for delivering the strategic plan targets as set by the Corporation whilst being responsible for the strategic development of the curriculum and bringing about improvements in standards and outcomes. As a Senior Post Holder the Vice Principal will undertake duties as delegated by the Principal & Chief Executive or Corporation, to include:

1. To act as lead executive team member for the college’s Curriculum, Quality and Standards Committee.
2. To attend Corporation meetings and Governor training sessions as appropriate.
3. To act as dismissal officer.
4. To act as hearing officer for grievances and performance investigations as required.
5. To act as hearing officer for student disciplinary investigations and student appeals.
6. To act as appeals officer in the absence of the Principal & Chief Executive where the post holder has not previously been part of the investigation.

### Key Tasks and Accountabilities:

#### Curriculum Strategy, Planning and Delivery

1. To ensure the college’s curriculum offer is continually updated and new programmes and delivery methods developed to reflect changes in job opportunities, the local economy, central funding, learning technology, pedagogy and results from the college’s self-assessment process.
2. Develop and deliver Further Education (FE), Higher Education (HE) and work based curriculum strategies and plans.
3. Ensure that strategies and plans respond to regional and national policy together with local market influences that, at any time, may impact upon the college.
4. Line management of Curriculum and Quality Directors including monitoring of key performance targets to improve quality of provision.
5. Develop and enhance relationships with local business and industry to help inform, design and contribute to the college curriculum offer.
6. Development and implementation of highly effective teaching and learning strategies, alongside support processes, for the enhancement of student achievement across the curriculum.
7. Managing the interface between the college, local schools, Local Authority 14-19 teams, other providers and relevant external agencies in relation to the Learning and Skills sector 14-19 curriculum offer and the development of new education programmes.
8. To lead on the delivery of a high quality and consistently applied Study Programme that ensures that all elements of the programme are embedded to a high standard.
9. Working with relevant Directors, manage the administration of estimates and bids for curriculum projects and allied capital funding.

#### Quality Improvement

1. To lead and deliver the Quality Improvement Strategy and Plan to ensure that success rates align with strategic targets on all courses for all ages, in all subject sector areas and for all groups of students.
2. To lead on the design and delivery of the annual self-assessment process to ensure it accurately identifies all strengths and areas for improvement, and that all actions are captured and achieved through the annual quality improvement action plan.
3. To design and ensure that all quality and assessment policies and procedures fully conform to the requirements of examining and/or validating bodies.
4. To act as quality nominee during all external quality assessments, inspections and reviews.
5. To lead and manage the college’s response to external quality assessments including Ofsted and QAA.

#### Corporate Responsibilities

Executive Board members are expected to:

1. Provide positive leadership by creating a dynamic, supportive and innovative environment that encourages commitment to the college and the achievement of high standards of performance.
2. Input into and develop the strategic and operational priorities of the college; Lead policy development and present recommendations to the college Executive and the Corporation in respect of relevant strategic and operational matters.
3. Maintain up to date knowledge of developments within their area of remit and best practice.
4. Provide professional advice to the Principal and Corporation relating to areas of expertise and responsibility.
5. Deputise for the Principal and Chief Executive and represent the college at external and internal events as and when required.
6. Report to the Board of the Corporation and its committees as appropriate and chair relevant college committees and working groups.
7. Maintain effective relationships with local, regional and national agencies; develop appropriate external relations with other providers and customers, and represent the college in external discussions as appropriate.

#### Relationships

1. Establish and maintain effective and productive relationships with funding bodies, other key stakeholders.
2. Represent the college with external stakeholders as appropriate.

#### General

1. Lead, promote and support the development of the college’s Equality and Diversity policies, procedures and practices as they relate to students/staff.
2. Develop effective contact, liaison and working relationships with colleagues in the college and other bodies as appropriate.
3. To engage in professional development and networking to ensure that professional and strategic contributions are up-to-date.
4. Complying with the college Health and Safety Policy and all relevant working practices.
5. Participating actively in the performance management scheme, agreeing objectives, attending reviews and undertaking appraisals and staff development as required.
6. All employees are expected to be fully committed to policies and processes on equality, diversity and safeguarding.
7. Participate in any duty management rotas including evening and weekend cover arrangements.
8. To work with managers and employees to support the developing culture of the learning organisation and facilitate cultural change.
9. Such other duties as may be reasonably expected of the post holder.

#### Team Activities

1. To take an active role in all team activities to ensure full compliance with agreed safety, quality and environmental standards and expectations.

#### Exceed College standards

1. To promote college sustainability policies and strategies by personal commitment, being vigilant in relation to the college’s Reduce, Reuse and Recycle ethos and approach.
2. To take an active role in all team activities to ensure full compliance with agreed quality and environmental standards and expectations.
3. Participate in staff review and development in line with college needs. Agree objectives with the Line Manager and ensure they are achieved.
4. Promote the college values:

* Ensure opportunities for all: widen participation and access
* Teaching, learning, and assessment at the heart of everything we do; our most important pursuit
* Commitment to excellence and continuous improvement
* Respect and value individuals
* Behave honestly and with integrity.

1. To promote Equality, Diversity and Inclusion at every opportunity.
2. Maximise effective use of time and personal ability.
3. Be responsible for promoting and safeguarding the welfare of children, young people and vulnerable adults at all times in line with the college’s own Safeguarding Policy, procedures and practices.
4. Work flexibly within own range of competence, undertaking the appropriate training and development to extend skills and abilities to meet the needs of the college.
5. Be committed to working towards the implementation of equality of opportunity in both service delivery and employment. The college’s mission and strategic objectives directly support this aim. All employees are required to support this aim and its implementation pro-actively.
6. Be thoroughly aware of college Health and Safety policies and procedures and ensure that employees / learners within your responsibility are also. Seek to ensure appropriate implementation of such policies across all areas of responsibility.
7. Adhere to the Data Protection Act 1998 and be thoroughly aware of the college Data Protection Policy and Procedure and ensure that employees within your responsibility implement such policies.
8. Any other duties that may reasonably be required by Line Management.

The person appointed to this post will, from day to day, have contact with students, many of whom are under eighteen years of age, and some under sixteen years, a number of whom may have moderate to severe learning difficulties and/or disabilities. As such, the post holder will be required to have an Enhanced DBS check.

This job description reflects the post at September 2017, but may be amended from time to time following consultation with the post holder.

#### Variation to this Job Description

This is a description of the job as it is at present, and is current at the date of issue. The job description will be renewed and updated as necessary to ensure that appropriate revisions are incorporated, and that it relates to the job to be performed. This process is conducted jointly with your Line Manager. You are expected to participate fully in the review and, following discussion, to update your job description as is considered necessary or desirable. It is our aim to reach agreement on reasonable changes. However, if such agreement is not forthcoming, Management reserves the right to insist on changes after consultation with you.

### All staff are responsible for:

**Children & Vulnerable Adults:** safeguarding and promoting the welfare of children and vulnerable adults

**Equipment & Materials:** the furniture, equipment and consumable goods used in relation to their work

**Health / Safety / Welfare:** the health and safety and welfare of all employees, students and visitors under their control in accordance with Hopwood Hall College’s safety policy statements

**Equal Opportunities:** performing their duties in accordance with Hopwood Hall College’s Single Equality Scheme

### Revisions and updates

### This role description will be reviewed and amended on an on-going basis in line with organisational requirements dependant on the needs of the service

### Person Profile

“The College supports the Skills for Life agenda and recognises the importance of all adults having functional literacy and numeracy whatever their role.  All staff are therefore given the support to gain a level 2 qualification in literacy and / or numeracy if they do not already have one and all teaching staff are expected to promote the basic skills of their learners within their subjects.”

#### Qualifications

##### Essential Criteria

**How Identified:**

* First degree or equivalent qualification
* Appropriate teaching qualification
* Safeguarding Training
* Prevent Training

##### Desirable Criteria

**How Identified**:

* Management, leadership or coaching qualification (desirable)
* A post graduate qualification (desirable).

#### Experience and Specialist Knowledge

##### Essential Criteria

**How Identified**:

* Experience of working in a senior curriculum or quality leadership role in a complex organisation
* Experience of providing outstanding leadership and management across curriculum and quality operations
* Experience of leading teams to deliver improved outcomes
* Experience of developing and implementing strategies to improve the standard of teaching, learning and assessment
* Experience and prior responsibility of quality improvement & reporting
* Experience of building partnerships and working with stakeholders to the benefit of the organisation
* A clear understanding of college funding and the ability to design curriculum in line with funding methodology
* Curriculum development experience which ensures provision responds to local and regional priorities
* Experience of developing and implementing quality frameworks and leading on the development of self-evaluation and assessment
* An understanding of equal opportunities issues and willing to positively promote equality, diversity and inclusion within an educational context.

##### Desirable Criteria

**How Identified**:

* OfSTED Inspection training and experience
* Experience of being the nominated lead (nominee) for inspections
* Demonstrable experience of improving outcomes in English and mathematics.

#### Skills, Styles and Behaviours

##### Essential Criteria

**How Identified**:

* Excellent written ability with professional report writing skills
* Adaptable and able to work flexibly, within a team or on own initiative
* The capacity to communicate highly effectively both verbally and in the written word at all levels and via electronic methods/media
* Outstanding leadership / communication skills and the ability to motivate teams and individuals
* Innovative problem solver with a challenging & commercial outlook
* Highly motivated with a commitment to succeed
* Very good command of the English language
* Presentable and professional appearance.

#### IT Skills

##### Essential Criteria

**How Identified**:

Intermediate / Advanced

#### Competencies

Read this criteria in conjunction with the College Competency Framework – available on the intranet/internet.

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| **1. Leading and Deciding** | |
| 1.1 Deciding and initiating action | **Essential** |
| 1.2 Leading and supervising | **Essential** |

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| **2. Supporting and Co-operating** | |
| 2.1 Working with people | **Essential** |
| 2.2 Adhering to principles and values | **Essential** |

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| **3. Interacting and Presenting** | |
| 3.1 Relating and networking | **Essential** |
| 3.2 Persuading and influencing | **Essential** |
| 3.3 Presenting and communicating | **Essential** |

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| **4. Analysing and Interpreting** | |
| 4.1 Writing and reporting | **Essential** |
| 4.2 Applying expertise and technology | **Essential** |
| 4.3 Analysing | **Essential** |

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| **5. Creating and Conceptualising** | |
| 5.1 Learning and researching | **Essential** |
| 5.2 Creating and innovating | **Essential** |
| 5.3 Formulating strategies and concepts | **Essential** |

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| **6. Organising and Executing** | |
| 6.1 Planning and organising | **Essential** |
| 6.2 Developing results and meeting customer expectations | **Essential** |
| 6.3 Following instructions and procedures | **Essential** |

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| **7. Adapting and Coping** | |
| 7.1 Adapting and responding to change | **Essential** |
| 7.2 Coping with pressures and setbacks | **Essential** |

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| **8. Enterprising and Performing** | |
| 8.1 Achieving personal work goals and objectives | **Essential** |
| 8.2 Entrepreneurial and commercial thinking | **Desirable** |

##### Hopwood Hall College is committed to guarantee an interview to people with disabilities who meet the minimum essential criteria for a vacancy and to consider them on their abilities.