|  |  |
| --- | --- |
| Trinity Academy Sowerby Bridge Job Description |  |
| **Post Title:** | Vice Principal Curriculum, Data & Standards |
|  |  |
| **Salary:** | L20-24 |
|  |
| **Core Purpose:** | 1. *To* ***strategically lead*** *the direction and development of the academy in accordance with the ethos and vision of the sponsors.*
2. *To* ***raise standards*** *of student attainment and achievement across the academy by:*
* *providing strategic leadership for curriculum design and organisation, developing systems and improving standards across the curriculum*
* *ensuring high quality careers provision, curriculum for life and extended curriculum/school opportunities for all students*
* *leading innovation and development of the curriculum through new technologies and cutting edge research*
* *developing and enhancing the teaching practice of others.*
1. *To* ***effectively evaluate*** *the impact of (b) and strategically* ***plan for improvement*** *by contributing to the management and deployment of all financial and physical resources in the academy.*
2. *To deputise for the Principal.*
3. *To strategically develop assessments including external examinations and embed them into academy practice.*
4. *To monitor classroom performance, intervene/support where necessary and evaluate impact on student progress.*
5. *Evaluate student progress data, such that it is used effectively, so that all students reach their potential.*
 |
| **Reporting to** | Principal  |
| **Responsible for:** | Assistant Principal, Curriculum Leaders, Phase Leaders, Data and Exams team and other identified staff. |
|  |  |
| **Liaising with** | SLG, Governors Curriculum Leaders, Lead Teachers, Deputy Curriculum Leaders, teaching and non-teaching colleagues and other relevant staff with cross-academy responsibilities, partner schools, other academy partners and parents. |
| **Leadership**  | * To be accountable for the achievement, attainment and progression of students across the academy.
* To lead on the development of curriculum provision across the academy, including strategic responsibility for careers, curriculum for life, option choices and operational timetable matters.
* To lead the academy in the absence of the Principal and other Vice Principals.
* To monitor and evaluate the progress of staff and students towards meeting the overall aims and objectives.
* To provide formal written reports to Governors as and when required.
* To strategically develop the whole academy use of national initiatives to ensure effective planning for future improvements.
* Strategic lead on identified areas of the Academy Improvement Plan
* Line Management of identified Middle Leaders and/or Curriculum Leaders.
 |
| **Curriculum**  | * To take a leading role in developing and creating a modern, innovative, and relevant curriculum to raise aspiration and achievement.
* To create structures to ensure that teaching and learning is innovative and of high quality throughout the academy
* Write the timetable for the Academy and ensure all resources are used effectively.
* To oversee the timely creation of the annual timetable and ensure that updates and changes are made appropriately.
* Line Management cover (not the day to day running of cover).
* Oversee out of school activities, including the effective running of vocational courses such as BTEC.
* To establish relevant provision to establish and grow pre 16 as a successful pathway in relation to Progress 8 measures
* To contribute to developing a programme of enrichment extending the academy experience beyond the limits of formal teaching
* To ensure the Curriculum for life covers all key aspects of SMSC and is delivered appropriately throughout academy life
* To ensure the involve and achieve programme is of high quality and engaging for all students
 |
| **Learning**  | * To keep up to date with national developments in pedagogy.
* To arrange and conduct ‘learning walks’ and other learning evaluation strategies in accordance with academy policy.
* To ensure that challenging targets are set, understood and used effectively to raise standards of attainment.
* To develop a culture of independent learning, and establish and develop independent learning for individuals and small groups.
* To ensure that new technologies are introduced and deployed effectively across the academy and that pedagogy embraces and develops with available technologies.
 |
| **Assessment**  | * To evaluate the performance data provided and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken.
* To provide all relevant bodies with robust information relating to the academy’s performance and development.
* To contribute to on intervention and mentoring strategies.
* Ensure that examinations run smoothly and efficiently through the line management of this area of school.
* Ensure assessments across the academy results in accurate student performance data.
 |
| **Staff development**  | * To undertake Performance Management Reviews and act as reviewer for other academy staff.
* To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy procedures.
* To participate in the academy’s ITT programme.
* To support development in learning and teaching within and across curriculum areas through CPD, monitoring and review.
* To support colleagues to be successful in their own leadership role through mentoring, coaching and line management.
* To coordinate mentoring/coaching programmes and lead induction of new staff, trainee teachers and NQTs.
 |
| **Communication** | * To ensure that all members of the academy are familiar with its aims and objectives.
* To ensure effective communication/consultation as appropriate with the parents of students and other relevant stakeholders.
* To liaise with partner schools, Higher Education Institutions, industrial links, governors and other relevant external bodies.
* To represent the academy’s views and interests in a professional manner.
 |
| **Student Progress** | * To ensure that all members of the academy are familiar with its aims and objectives.
* Analysis of student data, such that every student fulfils their potential.
 |
| **Marketing and Liaison**  | * To contribute to academy liaison and marketing activities, e.g. the collection of material for press releases, prospectus and other materials.
* To contribute to the development of effective links with partner schools and the community; attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.
* To actively promote the development of effective links with external agencies.
 |
| **Pastoral System and Safeguarding** | * To be accountable for effective and proactive attendance systems.
* To oversee the monitoring of student attendance and progress in relation to targets set for each cohort, ensuring that appropriate action is taken where necessary.
* To ensure the Behaviour for Learning strategy is implemented in the academy so that effective learning can take place.
 |
| **Operational** | * To promote teamwork and to motivate staff to ensure effective working relations.
 |
| **Other Specific Duties** |
| All SLG will have generic responsibilities, such as a ‘hands-on’ role in the day-to-day management of the Academy e.g. maintaining a presence around the academy throughout the day. All SLG will also:* contribute to the strategic leadership and management of the academy in order to develop an ethos and culture of high expectations
* model the ethos and vision for the Academy
* line and performance manage identified staff and teams
* coach and develop the staff and students for which they are accountable.

Many specific responsibilities will require collaborative working with other SLG and middle managers, which the SLG member will develop proactively. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description. This job description is current at the date advertised. It will be reviewed at least annually and, in consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. |

|  |
| --- |
| **PERSON SPECIFICATION** |
| **Job Title: Vice Principal** |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * QTS
* an excellent track record of recent, relevant professional development
* responsibility for an area of whole school performance
* experience of implementing and developing pastoral care in a secondary school environment.
 | * innovative use of resources
* working with young people and inner city communities
 |
| **Leadership & Management**  | * experience of working as a strong leader and as a member of a leadership team in an educational setting
* innovative approaches to working with students, parents, staff and other stakeholders
* initiate, lead and manage change programmes
* prioritise, plan and organise
* direct and co-ordinate the work of others
* set high standards and provide a role model for students and staff
* deal sensitively with people and resolve conflicts
* a commitment to an open and collaborative style of management
 | * motivate all those involved in the delivery team
* liaise effectively with other organisations and agencies
 |
| **Knowledge & Understanding** | * the principles behind the role and its potential for raising standards
* the principles and characteristics of effective academies
* the principles and practices of strategic and operational planning and delivery
* effective review and evaluation procedures
* the application of ICT to teaching management and learning
 | * different methods of consulting with stakeholders
* professional and community links
* strategies for ensuring equal opportunities for staff, students and other stakeholders
* Experience of time-tabling
 |
| **Personal Qualities** | * a commitment to inclusive education
* evident enjoyment in working with young people and their families
* empathy in relation to the needs of the academy and the local community
* ability to inspire confidence in staff, students, parents and others
* adaptability to changing circumstances/new ideas
* reliability, integrity and stamina
* resilience and perspective
* personal impact and presence
 | * achieve challenging professional goals
* personal ambition and potential for further promotion
* intellectual ability and curiosity
* determination to succeed and the highest possible expectations of self and others
* vision, imagination and creativity
 |

|  |  |  |
| --- | --- | --- |
| **Communication Skills**  | * communicate the vision of the academy to a range of stakeholders
* negotiate and consult fairly and effectively
* develop and manage good communication systems
* communicate effectively orally and in writing to a range of audiences
 | * develop, maintain and use an effective network of contacts
 |
| **Decision and judgement making Skills** | * make decisions based on analysis, interpretation and understanding of relevant data and information
* demonstrate good judgement in a leadership or management role
 | * think creatively and imaginatively to anticipate, identify and solve problems
 |
| **Self-Management Skills** | * prioritise and manage own time effectively
* work under pressure and to deadlines
 | * achieve challenging professional goals
* take responsibility for own professional development
 |