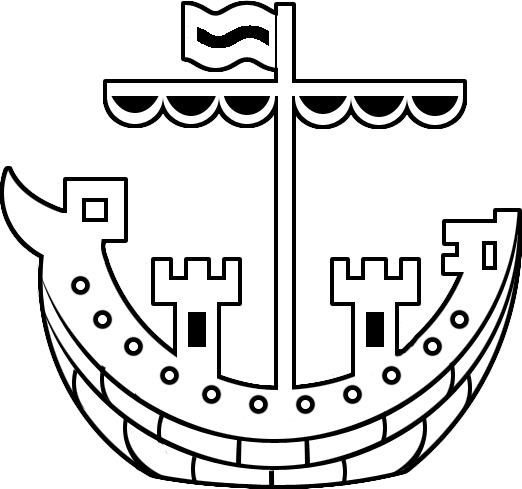
**The Folkestone School for Girls**

**Vice Principal**

**Job description – Professional duties and responsibilities**

To assist the Principal in the strategic and operational management, development and leadership of the school, and ensure the achievement of our ethos, aims and objectives within the context of the school’s strategic and development plans.

To be in charge of a range of responsibilities within the school and to develop, maintain and operate appropriate systems for quality assurance in all aspects of our operations.

In short - to do your best for the girls in our care.

**Current Structure of SLT**

Our current Vice Principal (Teaching & Learning) is moving on to Headship in January.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Principal | Vice Principal | Vice Principal | Assistant Principal | Assistant Principal |
|  | **Tracy Luke** | **Mark Lester** | **?** | **Matt Buckley** | **Charley O’Regan** |
| Key role | **Strategic Direction & Ethos - (staff & students)** | **Outcomes** | **Teaching, Learning & Assessment** | **Personal Development/Post 16** | **Behaviour, Welfare & Safeguarding** |
| KS | Whole school | Progress in KS3,4 & 5 | SEN Girls | KS5 | KS3 & KS4 |
| Roles | Effectiveness of Leadership/Management | Data | Teaching/Learning & Assessment | PD: KS3,4 & 5 | Behaviour/Welfare  KS3 & 4 |
|  | Governors | Disadvantaged/Pupil Premium | SEN/ Mental Health | Sixth Form | Safeguarding |
|  | Finance | Exams | Assessment | Careers & Work Exp | Attendance Y7-11 |
|  | Buildings + H&S | Reporting | Literacy/Numeracy | Tutorial input & PSHCE KS5 |  |
|  | HR | Curriculum | ITT | Assemblies | Student Voice |
|  | NLE/NSS | Timetable | QA | Extended Day &  Co-curricular | Rewards |
|  | Links - DfE, LA | ICT and Website + Learning Gateway | Homework | SMSC | Tutorial input KS3&4 |
|  |  | SEF/ADP - Collate  inputs from SLT | School to school work  - as appropriate | Enrichment/Focus days |  |
|  |  |  | Teaching School | Transition KS4/5 | |
|  |  | Complaints - Respond quickly, investigate, liaise and respond | Shepway Test/Admissions - organisation of test | Trips | Parent Voice/Parental Engagement |
|  |  | PMR - Teachers & Support Staff | PR | Assist with 'behaviour & welfare' as required | Primary Liaison |
| Depts |  | Maths; IT, MFL | English, History, | PSHCE/RE, PE, Psy &HS  Art/Tech;Geography | Science, Music, Drama |
|  |  |  | Geography | Art/Tech |  |
| People | Finance, HR,  Estates, SLT | Exams & Data,  Office Manager | SENCo, Prof Mentor, EH&W person | KS5 Leader, Careers/ EPQ/WEX | KS3 & KS4 Leaders |

**We expect our new Vice Principal to develop in to someone who could fulfil any of the roles mentioned above and outlined in the table below.**

|  |  |
| --- | --- |
| Report to | **Principal** |
| Job Purpose | * To play a major role in formulating the aims and objectives of the school; in establishing the policies through which they will be achieved and in monitoring progress towards their achievement; * Lead on and develop the shared vision for the school; * Leading the development and maintenance of a high quality positive learning environment to raise standards; * Identify and promote innovative and effective teaching strategies and learning styles to meet the needs of all students and develop these amongst staff as appropriate; * Lead, develop and improve the quality of teaching practice of others across the school through monitoring the quality of teaching and learning, developing teacher’s effective teaching strategies, and effective sharing of evaluation (including lesson observations) with teachers and support staff as appropriate; * Through peer coaching and the demonstration of excellent classroom practice, work with colleagues to develop their teaching skills ensuring quality of provision throughout the whole school * To work with colleagues to ensure data is used effectively and consistently across the school * To work with the others in SLT to lead the school’s assessment and reporting programme * To support staff in making sure high quality intervention programmes are in place when underachievement is identified * To support colleagues and subject leaders in developing schemes of learning, short and medium term planning * Raise students’ aspirations and ensure their well-being * To ensure the best possible outcomes for students in terms of academic achievement and personal development for all students * Ensure the entitlement of all students to have equal access to and participation in all aspects of the curriculum * Ensuring the efficient and effective provision of cross curricular skills, knowledge and understanding by engaging staff in all areas of learning * To monitor, evaluate and review classroom practice and promote improvement strategies * To challenge under-performance at all levels and throughout all departments ensuring effective corrective action and follow-up * To establish, and maintain, the highest possible standards of behaviour and attendance * Demonstrate and articulate high expectations and set aspirational targets for the whole school community * Act as a role model for high quality teaching and positive professional relationships with children * To liaise with feeder and partner schools as appropriate * To keep children safe * To lead and manage staff in an appropriate manner, offering support, encouragement, guidance and advice to ensure effective practice. * To learn to timetable if you cannot already do so and to produce the timetable as required. * To be responsible for the effective use of data * To assist in the implementation of effective procedures to support teachers who are underperforming, responding to the outcomes of this support as appropriate * To maintain high morale amongst staff and set an example of professional standards and leadership * To contribute to the recruitment, training, deployment and professional development of staff as appropriate * To promote & sustain effective management of the school environment, its site and buildings * To provide information about the work and performance of staff, where this is relevant to their future employment at the school or elsewhere * Liaising with partners and other key providers to ensure learners have access to the best learning opportunities available * To undertake the professional duties of the Principal or members of the SLT in the event of their absence from school as required * To carry out line management responsibilities as directed by the Principal |

|  |  |
| --- | --- |
| **Qualifications** | **PERSON SPECIFICATION**  **Essential**   * Teaching Qualification * Degree or equivalent   **Desirable**   * Further degree * Evidence of ongoing Professional Development |
| **Experience** | **Essential**   * Extensive teaching experience * Outstanding teaching practice * Successful leadership experience as a member of a Senior Leadership Team. Evidence of impact/success. * Experience of pastoral care/safeguarding. * Experience of producing self-evaluation documentation * Experience of lesson observations and giving feedback * Experience of improvement planning * Experience of implementing a range of strategies to raise student achievement, with evidence of success * Contribution to impact on the quality of learning and teaching and curriculum * Experience of developing and sustaining positive relationships with students, parents and staff to build consensus support and capacity * Proven track record of managing and implementing change in relation to teaching practices and standards   **Desirable**   * Designated Safeguarding Lead training * Experience as a successful Head of a Core or EBACC Department * Experience of working with governors * Experience of working in more than one school * Experience of having impact outside across a school |
| **Knowledge and Understanding of:** | **Essential**   * The use of data to analyse performance and manage interventions * Current position with curriculum change. * How to plan lessons with challenging learning objectives and outcomes * Assessment for Learning * Effective use of ICT to promote learning * The factors effecting learning * Strategies to maintain good behaviour and welfare * Strategies for the monitoring and evaluation of standards of attainment/achievement * Effective development of staff and resources |
| **Skills and Disposition** | **Essential**   * Personal organisation and time management skills * Effective oral and written communication skills * Ability to analyse and interpret data effectively and act upon the information * Ability to think strategically * Ability to work within a team and manage a team * Ability to motivate and lead students and staff * Ability to analyse issues and identify solutions * Vision and ability to manage change successfully * A willingness to engage in cross-school support - as we are a National Support School |
| **Personal Qualities** | **Essential**   * Positive approach to change and indeed to everything we do * Ambitious and hard-working * Commitment to the wider school community and a willingness to go the extra mile * Commitment to pursue agreed short/medium and long-term strategies to completion * Commitment to working with students of all abilities/ages * A passion and commitment to an ethos of high expectations, personal fulfilment and academic success * Presence and approachability * Sense of humour and resilience |

**The person appointed should be a potential future Head Teacher. We are keen to appoint someone who will work hard for us, but will commit to improving his or her own leadership practice.**