

**Vice Principal**

**Beal High School**

**Thank you for expressing an interest in becoming a Vice Principal.**





Education, training, skills and employment services on one campus to raise standards in education for ALL

**Vice Principal**

**Beal High School**

**L21 -34**

**Start Date – Easter/Summer 2017**

Beal High School is at the heart of the Beacon Multi Academy Trust. We are committed to working in partnership with The Forest Academy, The Beacon Business and Innovation Hub and NELTA – North East London Teaching Alliance and SCITT - to provide high quality learning experiences for all students.

Our examination results consistently place us in the top 20% of schools for achievement and progress; we have been awarded Artsmark Gold five times.

We are a large school with 2,230 students on roll including 550 in the Sixth Form and the Beacon Communication School for students on the Autistic Spectrum. We have one more year of expansion, reaching a steady state of approximately 2,400 in September 2017. We will then be one of the largest secondary schools in the UK.

This is a new appointment to increase the leadership capacity of the school as we reach the final stage of expansion. The successful candidate will value:

* Teaching and learning – experience and outcomes
* All students – irrespective of background or ability
* High expectation, aspiration and CHOICE
* Honesty, integrity, flexibility

The specific role and responsibility will be negotiated based upon the needs of the school and the successful candidate’s strengths and areas of development.

**How to Apply**

Thank you for your interest in this role.

Please read the recruitment pack carefully and then apply on our application form with a supporting statement of no more than three sides of A4

The Trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. The below documents must be read prior to applying for this role and will be factored into interviews:

[Keeping Children Safe in Education](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

[BMAT – Safeguarding and Child Protection Policy](http://www.bealhighschool.co.uk/files/8914/6116/0449/Safeguarding_and_Child_Protection_Policy.pdf)

Enhanced DBS (with list checks) is required for this post.

Please send a completed application form available on our website [www.bealhighschool.co.uk](http://www.bealhighschool.co.uk) to [beasuccess@bealhighschool.co.uk](mailto:beasuccess@bealhighschool.co.uk)

**Please note we reserve the right to close or extend this position, therefore we would urge candidates to submit an application as soon as possible.**

**VICE PRINCIPAL ROLE PROFILE**

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| **Purpose of role** |
| * To undertake the professional duties of the Principal in their absence.   Responsible to the Principal. |
| **General duties and responsibilities** |
| **Specific priorities in each year will be defined by the Principal with the postholder in line with the school’s strategic objectives**  **Progress, Teaching & Learning**  Secure exceptional teaching through an analytical understanding of how students learn and the core features of successful classroom practice, lending to rich curriculum opportunities and students well-being   * Ensure all students make exceptional progress over time, overcoming disadvantage through high expectations, innovation, rigour and engaging learning * Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve. * Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community. * Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them. * Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. * Work with political and financial astuteness, within a clear set of principles centred on the school’s vision, ably translating local and national policy into the school’s context. * Communicate compellingly the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel. * Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. * Hold all staff to account for their professional conduct and practice. * Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society. * Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making. * Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.   Undertake any other reasonable professional task as directed by the Principal/Trust |
| **Standards and Effectiveness**  Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their works and student outcomes   * Ensure the school’s accountability to a wide range of groups particularly BMAT parents/carers, Trust Governors and the RSC * Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve. * Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community. * Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them. * Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. * Work with political and financial astuteness, within a clear set of principles centred on the school’s vision, ably translating local and national policy into the school’s context. * Communicate compellingly the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel. * Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. * Hold all staff to account for their professional conduct and practice. * Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society. * Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making. * Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.   Undertake any other reasonable professional task as directed by the Principal/Trust |

**VICE PRINCIPAL CRITERIA**

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|  | **Essential (E)**  **Desirable (D)** | **Application (A)**  **Interview (I)**  **Reference (R)** |
| 1. Qualified Teacher Status | **E** | **A** |
| 1. Good Honours Degree | **E** | **A** |
| 1. Evidence of Professional Development and Leadership training | **E** | **A** |
| **Experience** | | |
| **Leadership and management Experience:**   1. Experience at senior leadership level 2. Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level 3. Demonstrate the ability to work strategically and successfully at a senior leadership level 4. Successfully collaborate with colleagues, partners and providers 5. Building and sustaining effective relationships with parents, and the broader community | **E**  **E**  **E**  **E**  **E** | **A**  **A/I/R**  **A/I/R**  **A/I/R**  **A/I/R** |
| **Teaching Experience**   1. Outstanding, sustained and successful experience as a teacher in a secondary context 2. Substantial experience of teaching at Key Stage 3 and 4 3. Substantial experience of teaching at Key Stage 5 | **E**  **E**  **D** | **A/I/R**  **A**  **A** |
| **Professional Experience, Knowledge and Understanding** | | |
| **Shaping the Future**   1. Experience of developing and sustaining a learning culture that has high expectations and standards of achievement whilst demonstrating a commitment real inclusive practice | **E** | **A/I/R** |
| **Leading Teaching and Learning**   1. Experience of ensuring student progress and achievement, using data analysis 2. Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement. | **E**  **E** | **A/I/R**  **A/I/R** |
| **Developing Self and Working with Others**   1. Demonstrate effective interpersonal relationships and strategies for promoting individual and team development. | **E** | **I/R** |
| **Managing the Organisation**   1. Knows how to establish and sustain effective organisational structures, systems, policy and practice. 2. Knowledge of and commitment to the implementation of the safeguarding agenda | **E**  **E** | **A/I/R**  **I/R** |
| **Securing Accountability**   1. Understand and use the principles and practice of quality assurance systems; school review, self-evaluation, performance management 2. Experience of holding individuals, teams and whole school to account for learning outcomes. | **E**  **E** | **I/R**  **A/I/R** |
| **Personal Skills and Attributes** | | |
| 1. Inspire, challenge, motivate and empower teams and individuals to achieve high goals. | **E** | **I/R** |
| 1. Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people. | **E** | **I/R** |
| 1. Demonstrate personal and professional integrity, including modelling values and vision. | **E** | **I/R** |
| 1. Prioritise, plan and organise themselves and others. | **E** | **I/R** |
| 1. Think analytically and creatively and demonstrate initiative in solving problems. | **E** | **I/R** |
| 1. Aware of own strengths and development needs and, listen to and reflect constructively and consider/implement, feedback from others. | **E** | **I/R** |
| 1. Demonstrate resilience and optimism. | **E** | **I/R** |
| **The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. Enhanced DBS Disclosure is required for this post.** | | |