

**Principal: Mr Karl Mackey**

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| **Job Title:** Vice Principal: Progress and Outcomes | |
| **Work Location**: The Albion Academy | **Salary**: Leadership 9-17 (negotiable starting point depending on experience) |
| **Reports To:** Principal | |

**Job Purpose**

The post holder will ensure the vision of The Albion Academy as a learning centred organisation is clearly articulated, shared, understood and acted upon effectively by all and to work within the school community to translate the vision into agreed objectives and operational plans, which will promote learning and sustain the school’s improvement.

**Key Responsibilities**

**Leadership:**

* To ensure the vision of The Albion Academy as a learning centred organisation is clearly articulated, shared, understood and acted upon effectively by all and to work within the school community to translate the vision into agreed objectives and operational plans, which will promote learning and sustain the school’s improvement
* To ensure the ethos, values and goals of the school, as reflected in the school improvement plan, are communicated positively to colleagues, parents, the community and learners
* To promote the academic performance and holistic development of all learners across the whole school curriculum
* To implement policies aimed at raising standards of achievement particularly through raising expectations of both staff and learners
* To prioritise, plan and organise themselves and others to make professional, managerial and organisational decisions based on informed judgments
* To think creatively to anticipate and solve problems
* To develop and maintain a culture of high expectations and take appropriate action when performance is unsatisfactory
* To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
* To regularly review own practice, set personal targets and take responsibility for own personal development including managing own workload and that of others to allow an appropriate work/life balance
* To be a highly visible presence around the school and role-model expectations and standards to staff and students
* To motivate and work with others to create a shared culture and positive climate, acknowledging the responsibilities and celebrating the achievements of individuals and teams
* Line manage the Assistant Principals

**Line Manage the Assistant Principals:**

* To provide strategic direction for whole school improvement in support of the Principal
* To monitor the school’s progress towards school improvement targets
* To support the Principal in the day-to-day management of the school and deputise in his absence
* Ensuring relevant policies are up to date and reflect current practice, including safeguarding, and reporting to governors on a regular basis
* To ensure a school wide focus on achievement and standards

**Provide Strategic Direction for whole school improvement in support of the Principal:**

* Develop and quality assure, Curriculum policy and innovation at KS3 and KS4, including in the options process, and ensure it maximises achievement for all.
* Prepare statistical analyses of the school’s performance and target setting for internal and external use, including assisting in the co-ordination of the School Self Evaluation Process.
* To be the Raising Standards Lead and ensure data, assessment and reporting procedures are robust, timely and effective and improve whole school achievement and progress at KS3 and KS4.
* Have a full understanding of and overall responsibility for using data to inform and improve standards and achievement at both key stages; Progress/Attainment 8 etc.
* To work with the Heads of School to monitor pupil progress and then identify, implement and quality assure intervention strategies to raise achievement.
* Develop and quality assure assessment, recording and reporting procedures across the school.
* To work with the Heads of School and subject leaders to develop and maintain pupil assessment and tracking systems at subject level and implement strategic interventions as required.
* To work with the Head of School to quality assure teacher assessments and data to drive up achievement.
* Chair RAP meetings, developing strategies and interventions to ensure all groups make at least expected and increasingly, above expected progress at both key stages.
* Line manage and monitor the leadership and work of one or more curriculum areas.
* To secure rising standards across the school, supporting senior leaders to unremittingly focus on achievement and improvement priorities so that the progress of every student is maximised in an inclusive learning environment
* To develop senior colleagues into successful confident leaders of their own strategic areas
* To oversee the analysis of performance data to ensure there is a shared understanding of the school’s strengths and areas for development which lead to accurate interventions.
* To support whole school self-evaluation and quality assurance systems by contributing to the whole school SEF and School Improvement Plan and delivering on agreed priorities
* To build strong and effective partnerships with parents and the local community to promote the school’s positive ethos and the school’s core values
* To think creatively and strategically to ensure that new developments are well considered and implemented effectively for all involved
* To support implementation of policies aimed at raising standards of achievement particularly through raising expectations of both staff and learners

**Raise Student achievement and Progress**

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| * Raise achievement of all students in all phases of the school, ensuring they consistently make better than expected progress * Ensure Pupil Premium students achieve in-line with non-Pupil Premium students nationally; stretching the most able to achieve above national expectations * Lead the effective use of appropriate data including the Inspection Data Summary Report (IDSR) and any other emerging data sources with senior and middle leaders to identify strengths and areas for improvement across the school * Rigorously analyse data including staff performance data, and student progress data, to identify areas for development and set appropriate targets for improvements * Support the leadership team to embed a culture of challenge and support across the school so that barriers to learning are broken down * Challenge the underperformance of staff at all levels * Liaise specifically with the DHT (Curriculum) to plan joint training and development opportunities where appropriate. * Secure high levels of accountability for other leaders, and teams of staff working across the school based on rigorous and intelligent self-evaluation. * Take a strategic lead in ensuring the school’s resources are deployed efficiently and effectively and that best value and financial probity is uppermost at all times; in particular Pupil Premium and Year 7 catch up funding * Take a strategic lead in in self-evaluation and development planning, and update the school SEF * Improve attainment and Progress 8 outcomes for the school. * Analyse student progress forensically, especially the progress of students falling into two or more disadvantaged sub-groups eg PP, SEND, Prior Attainment, White British * Work with AHT (Pastoral & Engagement) and House Leaders where behaviour data suggests this is the main barrier to progress * Report analysis of data to the Strategic Teaching and Learning Team, distinguishing between stable and mobile student populations * Ensure the use of Raising Attainment Plans are used consistently across the school to improve lesson planning and provision * Monitor the school’s overall progress towards meeting its targets in all key stages. * Analyse student data on learners’ performance, to identify groups, lead and manage intervention strategies and liaise with Curriculum Leaders and House Leaders as appropriate * To produce regular intervention updates for the SLT and governors in line with the school’s assessment calendar and governor meeting cycle * Co-ordinate, manage and quality assure the academic mentoring programme of students * Disseminate student performance data and attendance to intervention activities so that effective evaluation of impact can take place * To develop and implement new approaches in the use of data and targets to inform planning and raise standards and achievement, including the Sixth Form * Ensure SIMS intervention software is used to document, track and evaluate all interventions that take place across the school * To create and maintain an effective partnership with parents and carers to support and improve learners’ achievement and personal development * To line manage English, mathematics and other specified curriculum areas and be accountable for their outcomes * Monitor progress of students educated off site at KS4 and evaluate provision of off site education * Work with the AHT (Data, Systems, AIG) to develop and monitor the whole school approach to 1-9 Assessment and flightpaths * Work with AHT’s to support and challenge Curriculum Leaders to enable all students to achieve or exceed their targets * Ensure you meet with your line-managed Curriculum Leaders bi-weekly in line with the Action Planning and Monitoring cycle * Line Management of AHT (Pastoral & Engagement) and DSL to provide a safe environment for students to develop and learn * To put in place a pupil progress strategy that ensures every child fulfils his/her academic potential * To be responsible for overseeing the Progress of Prior Attainers (HPA) and deliver a programme to address underperformance * To lead the school’s strategy for driving the progress of disadvantaged students and to evaluate the impact of this strategy * To lead the whole school approach for supporting students in KS3 who need ‘catch up’ support in English and maths and evaluate the impact of interventions * To lead the whole school approach to revision and retrieval practice across both key stages. This will involve working with departments, pastoral leaders and students * To lead the whole school approach to independent learning and homework * To line manage the SEND/inclusion lead and to work with them to ensure all students with additional needs make good progress, can access the curriculum and are prepared for the next stage of their education or training * Working with the SLT leads on assessment to ensure whole school assessment policy is driving progress and is informing intervention  |  | | --- | | **Teaching:**   * Undertake an appropriate programme of teaching   **Additional Duties:**   * To play a full part in the life of the school community, to support its distinctive culture and ethos and to encourage staff and learners to follow this example   Albion Academy is committed to safeguarding and promoting the welfare of children therefore all positions in the school will be subject to a satisfactory Disclosure and Barring Service check.  To comply with the Immigration, Asylum and Nationality Act 2006, all prospective employees will be required to supply evidence of eligibility to work in the UK.  This job description will be updated on a regular basis in consultation with the postholder. While every attempt has been made to make this job description exhaustive, there may be occasions when the specifics require review and/or the postholder may be asked to carry out additional, reasonable, requests of the Principal. | |  | |
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