**Job description**

**Job title:** Vice Principal

**Reporting to**: Principal

**Grade:** Leadership Spine Points L18-L22

**Role**

The postholder will be a full member of the Academy’s Senior Leadership Team (SLT) sharing strategic leadership responsibilities as directed by the principal, with their SLT colleagues. This will include the performance management and line management of staff within their lead area of responsibility.

You will have collective responsibility with other members of the SLT for ensuring a positive ethos and effective learning environment throughout the Academy, which leads to high rates of student progress and the achievement of high standards.

Contributing to the effective monitoring, review and development of the Academy through effective performance management, effective use and application of accurate data and the provision of an accurate and reflective SEF. Ensuring the Academy’s efficiency and cost-effectiveness in all its functions, such that all students achieve high standards. Maintain oversight and provision of the continuous professional development of staff, such that the Academy retains a well-motivated, high quality and effectively functioning staff team at all times.

**Quality of Education**

* To improve the quality of teaching and learning by:
* Establishing effective approaches to teaching and learning.
* Ensuring through monitoring curriculum areas, schemes of work are appropriate to the needs of the cohort and address all aspects of the Trust’s vision, and meet statutory requirements.
* To plan and write aspects of the Academy Improvement Plan related to learning, teaching and professional development and ensure effective implementation
* To co-ordinate and manage the work of specified leaders within the academy so outcomes are in line with or exceed expectations
* To ensure the effective integration of quality assurance procedures and practices within all aspects of the school’s work
* To ensure that quality assurance practices such as observations, work scrutinies, learning walks, etc., are evaluated, reported and action points implemented
* To ensure that leaders at all levels maintain ongoing practices in collecting and using evidence to support judgements and planning, so that plans at all levels relate to clearly identified priorities.
* To ensure the maintenance of an effective recording of quality assurance findings and ensure that this information is appropriately disseminated in order to inform school improvement.
* To take overall responsibility for staff development in the academy related to teaching and learning
* To support the Principal in the implementation of the academy’s performance management procedures
* In conjunction with the Principal, align training to PM and utilise opportunities for collaboration through Trust pathways and new networks to ensure professional needs of staff are met
* To instigate and monitor support plans when required
* To be responsible for sections of the Academy Improvement Plan, SEF and Trustee reports
* To chair middle leader group meetings for items related to teaching and learning

**Leadership of Staff**

* To participate in the selection and deployment of teaching and non-teaching staff to the academy
* To contribute to strong leadership practice by ensuring positive staff participation, effective communication and procedures
* To contribute to academy and Trust policies in relation to Quality of Education and staff development
* To make significant contributions to meetings of the Senior Leadership Team
* To contribute to the operational management of the school and ensure it functions effectively and efficiently
* To be a highly visible presence around the school and role-model expectation and standards to staff and students
* To help raise achievement and aspiration of students by providing challenge and support to staff

**General**

* To work in accordance with the Trust’s and the Academy’s aims, vision and values
* To carry out the general and specific professional duties as set out in the current “School Teachers’ Pay and Conditions Document” and QTS standards
* To play a full part in the life of the academy community, to support its vision and values and to encourage and ensure staff and students follow this example.
* To be aware of the responsibility for personal health, safety and welfare and that of others
* To co-operate fully on all issues relating to Health, Safety and Welfare
* To take responsibility for personal professional development, keeping up to date with developments in pedagogy and curriculum development in your area
* To comply with academy and Trust policies and procedures
* To comply with any reasonable request to undertake work of a similar level that is not specified in this job description.

**Personal Competencies, attributes and vision**

* To be a highly effective teaching practitioner
* To demonstrate current and strategic knowledge of high quality teaching and learning and how it is improved.
* To understand the effective use of data to improve student outcomes
* To have the ability to express observations, ideas and precise judgements, both orally and in writing, lucidly and in a positive and strategic manner
* To develop and maintain a culture of self-review and improvement
* To demonstrate the ability to provide clear leadership and decision making, whilst also working effectively as a team member and remaining credible to colleagues through the quality of your personal performance.
* To be self-motivated, reflective and creative in solving problems, and to motivate, support and challenge others to develop and improve.

**Person specification**

**Job title**: Vice Principal

**Reporting to**: Principal

**Grade:** Leadership Spine Points 18 - 22

This person specification is related to the requirements of the post as determined by the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

**E: Essential D: Desirable**

1. **Experience. Direct work experience, other relevant experience**.

|  |  |
| --- | --- |
| E | Experience of working within a good or better school’s SLT and/or demonstration of personal impact on the rapid improvement of a lower category school. |
| E | Experience of achieving high quality student progress and achievement outcomes at a whole school level and/or for the rapid improvement of outcomes for specific student groups. |
| E | Good or better personal learning and teaching practice. Prior experience of improving the quality of learning and teaching in one or more curriculum area. And/or for one or more specific student group. |
| E | Experience of leading and/or playing a key role in the monitoring, review and evaluation cycle of a school. Including contribution to the SEF and the delivery of strategies and/or programmes to achieve school improvement. Demonstrate the impact of the programmes which have been led. |

1. **Knowledge.**

|  |  |
| --- | --- |
| E | Current understanding of school improvement and performance management to achieve high rates of student progress and high standards. |
| E | Current understanding of 11-19 curriculum provision, particularly the target setting and personalisation of provision to allow students to achieve their academic targets and personal goals. |
| E | Ability to work with others and partner institutions, particularly in liaison and the promotion of the college’s aims and objectives. |
| E | Ability to effectively and accurately assess the college’s strengths and weaknesses in key areas such as student progress, quality of learning and teaching, curriculum provision, students behaviour. Ability to effectively challenge and use interventions to improve any weaknesses and enhance student progress and achievement. |

1. **Skills and abilities.**

|  |  |
| --- | --- |
| E | Effective decision-making and strategic planning. Including the ability to effectively project manage tasks and take staff with you. |
| E | High quality and credible practitioner- effective classroom teacher. |
| E | Ability to analyse data and interpret to promote improvement- e.g. student outcomes and/or performance management. |
| D | Ability to strategically advise the principal and governing body on action and/or resourcing necessary to secure improvements. Effective demonstration of lay report writing and communication skills.  |

1. **Qualifications, training and education.**

|  |  |
| --- | --- |
| E | Qualified teacher status- QTS. |
| E | A degree and/or equivalent qualification. |
| E | Be on or have completed the new NCSL leadership programme **or** be willing to study for the NCSL Leadership programme. |
| D | A second and/or Masters degree or evidence of any further qualification and/or training relevant to the post. |

1. **Personal qualities and attributes**

|  |  |
| --- | --- |
| E | Proven ability to lead and manage others- being self-motivating and able to gain the respect of the staff team. |
| E | Recognition of the importance of performance management of staff and the ability to sensitively apply to achieve quality outcomes. |
| E | Ability to collaborate and co-operate with colleagues, maintaining credibility and appropriate challenge. |
| D | Proven experience in at least one curriculum area and in the prior leadership responsibility for at least one whole school initiative. |