

## JOB DESCRIPTION

<b>Department:</b> Senior Leadership Team	<b>Location:</b> The Duston School
<b>Job Title:</b> Vice Principal; Head of Primary Phase	<b>Grade:</b> Leadership Spine L19 – L26
<b>Accountable to:</b> Principal	<b>Terms of employment:</b> Permanent

### JOB PURPOSE

The Vice Principal; Head of Primary Phase is accountable overall to The Duston School which is an all-through school, for ensuring the educational success of the Primary Phase, including reception.

### DESIGNATION OF POST AND POSITION WITHIN SCHOOL STRUCTURE

Principal  
|  
Vice Principal; Head of Primary Phase

### MAIN DUTIES AND RESPONSIBILITIES

#### 1. Core Functions

- a. To lead the Primary phase of the school
- b. To work closely with the Principal of TDS to ensure the school, as a whole, supports all pupils to be the very best edit of themselves
- c. To oversee the school's BASC provision
- d. To drive a whole-school, all through curriculum from EYFS to KS1 to KS2 to KS3

#### 2. Strategic direction and development

- a. Develop and communicate a shared educational vision that expresses the core values of The Duston School. The Vice Principal; Head of Primary Phase must be responsive to the needs of the local community and motivate and inspire others.
- b. Work closely with all key stakeholders to achieve the shared vision and secure their commitment to its development. Work in partnership with other schools supported by The Duston School.
- c. Translate the vision into agreed objectives, operational and business plans, and develop appropriate mechanisms for regular monitoring and review.

#### 3. Leading teaching and learning

- a. Ensure a continuous and consistent school-wide approach
- b. Ensure that a high quality educational experience is available for all pupils
- c. Work with the Principal and members of SLT to create a knowledge rich curriculum
- d. Develop and implement strategies to ensure continuity of learning at all main points of transition, in particular from the primary to secondary phase.
- e. Monitor, evaluate and review classroom practice
- f. Ensure that progress is regularly assessed, recorded, reported and used to inform future teaching as applicable
- g. Provide a range of extra-curricular activities which will maintain the reputation of the school by providing a broad and well-rounded education.

#### **4. Leadership of self and other**

- a. Uphold and instill the values of the school
- b. Set high standards and expectations
- c. Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans
- d. Utilise an whole-school approach
- e. Develop the capacity, through coaching and other appropriate means, of the educational leadership and management, particularly the SLT.
- f. Develop an ethos which ensures regular involvement of teaching staff in school developments and encourages collaboration, innovation and individual and team creativity.
- g. Keep abreast of educational developments and best management practice

#### **5. School ethos and community**

- a. Create effective means of communication to ensure that all sections of the school community (including parents) are kept informed about, consulted on, and have an understanding of the aims of the school, its policies, procedures and future direction.
- b. Create strong links and collaborative ways of working with all stakeholders including the wider community, schools supported by The Duston School, neighbouring schools and colleges, ensuring the all-through school is at the heart of the community.
- c. Work with other public and voluntary sector agencies, clubs and societies in the local community to develop extended services to enable the wider community (including entire family members) to access knowledge, skills and learning opportunities.
- d. Work with external agencies to support the achievement of locally determined educational priorities and initiatives.
- e. Build wider links to ensure that national, public service, social enterprise and international perspectives feature in the primary school's approach.
- f. Develop positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.
- g. Create a culture where all members of the primary school community respect others and their physical surroundings.
- h. Provide appropriate systems of pastoral care to support the personal development of all children and young people and create a caring climate in which self-confidence and social responsibility are encouraged.
- i. Develop amongst teaching staff an outward perspective and desire to contribute to the wider life of the primary school.

#### **6. Management of the organisation**

- a. Deliver effective operational management for the delivery of education within the academy's budget and in accordance with financial and organisational structures of TDS.
- b. Work to, and report on, targets for achievement of the primary phase and personal targets as agreed by the Principal and the Governing Body.
- c. Work within a defined organisation structure which enables effective and efficient ways of working

and support the achievement of the all-through school objectives.

- d. Work with the Principal and the Governing Body to manage all education resources within allocated budgets; actively seek opportunities for cost-improvements and ensure that 'value for money' is at the core of all financial activities.
- e. Work with the Principal and the Governing Body to ensure that there are robust, reliable mechanisms for appropriate risk management in all primary phase educational activities.
- f. Ensure the primary phase is compliant with and act in accordance with school policies and legislation affecting the conduct of the primary phase, particularly that governing health and safety matters and employment rights.
- g. Monitor and evaluate children and young people and organisational progress to ensure that objectives are being achieved

## **7. Specific Responsibilities**

- a. To report to the Principal as appropriate.
- b. To report to the Board of Governors on school performance and the implementation of school policies, thereby ensuring full involvement of the Governors in strategic planning, business activities, monitoring and building relationships with the wider community.
- c. Further aspects to be agreed with the Principal, the Chair of Board of Governors and the Governing Body.

### **Notes:**

This job description allocated duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This document is not necessarily a comprehensive definition of the post. It will be reviewed at least once every two years and it may be subject to modification or amendment at any time according to the changing needs of the school after consultation with the holder of the post.

The post holder may be expected to undertake such further responsibilities consistent with the level of the responsibility of the post according to the school salary policy drawn up in consultation with the Executive Principal.

## PERSON SPECIFICATION

<b>Job Title: Vice Principal; Head of Primary</b>	<b>Department: Senior Leadership Team</b>
<b>ESSENTIAL</b>	<b>DESIRABLE but not ESSENTIAL</b>
<p><b><i>Experience and Knowledge</i></b></p> <ul style="list-style-type: none"> <li>• Education to degree level.</li> <li>• Qualified teacher status.</li> <li>• Knowledge of and passion for quality in educational provision.</li> <li>• A proven track record of successful leadership and delivery of learning.</li> <li>• Significant understanding of relevant legislation, innovation and new developments underpinning educational effectiveness.</li> <li>• Strong business acumen and experience of developing successful business relationships.</li> <li>• Significantly supporting 1-2 Primary Schools already to raise standards (within the last 3 years).</li> </ul>	<ul style="list-style-type: none"> <li>• Additional education management qualification is desirable.</li> <li>• Recent collaboration with a Secondary School (within the last 3 years).</li> </ul>
<p><b><i>Skills</i></b></p> <ul style="list-style-type: none"> <li>• Sufficient numeracy skills to interpret statistical data, and manage budgets.</li> <li>• A clear understanding of and a competent use of ICT to aid and promote the quality of teaching, learning and administration.</li> <li>• Proven ability to be a strong visible presence within the academy, supporting staff, children and young people in their core teaching and learning.</li> <li>• A proven high level of organisational skills.</li> <li>• Proven ability to inspire, challenge, motivate and empower teams and individuals to achieve.</li> <li>• Proven ability to be pro-active and positive about challenge and change.</li> <li>• Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.</li> <li>• Demonstrate personal and professional integrity, including modelling values and vision</li> <li>• Demonstrate a capacity for sustained hard work.</li> </ul>	
<p><b><i>Leadership:</i></b></p> <ul style="list-style-type: none"> <li>• Substantial Primary Vice Principal experience.</li> <li>• Contributing to Policy development and developing primary procedures.</li> </ul>	

ESSENTIAL	DESIRABLE but not ESSENTIAL
<ul style="list-style-type: none"> <li>• Proven ability to develop and maximise opportunities for progression in learning.</li> <li>• Evidence of exceptional, collaborative and inspirational leadership skills.</li> <li>• Proven ability to generate and deliver collective vision and shared purpose.</li> <li>• Proven ability to develop, communicate and successfully implement strategies.</li> <li>• Proven ability to forge partnerships and build positive working relationships, negotiate with, and influence partners and other stakeholders.</li> </ul>	
<p><b><i>Communication:</i></b></p> <ul style="list-style-type: none"> <li>• Well-developed interpersonal and communication skills (including written, oral and presentation).</li> <li>• Ability to communicate the aims, objectives and values of the academy to people within the community.</li> <li>• Enjoyment of and ability to communicate with children and young people. Excellent public speaking skills.</li> </ul>	
<p><b><i>Management of staff and resources:</i></b></p> <ul style="list-style-type: none"> <li>• Proven ability to motivate, enthuse and drive forward individuals and teams to achieve high performance.</li> <li>• Proven ability to create, build and retain effective staffing structures. Evidence of the ability to delegate effectively.</li> <li>• Proven ability in the successful management of significant resources.</li> <li>• Understanding of inclusion and diversity in all aspects of employment and service delivery.</li> </ul>	
<p><b><i>Attitude and Approach:</i></b></p> <ul style="list-style-type: none"> <li>• Ability to demonstrate emotional intelligence and adaptable to differing situations.</li> <li>• Pro activity, energy, drive, tenacity and the ability to maintain focus, objectivity and sound judgment under complex and sometimes demanding conditions.</li> <li>• A liking and sympathy for children and young people and sensitivity to their moral and spiritual needs.</li> <li>• Adaptability and resilience.</li> <li>• Commitment to personal development and lifelong learning.</li> <li>• Commitment to support the aims and ethos of TDS.</li> </ul>	