

Vice Principal

JOB DESCRIPTION

Vice Principal responsibilities are applicable to the individual post and outlined in the academy Teachers Pay and Conditions Document. This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis, as part of Teacher Appraisal, to clarify individual responsibilities within the academy and Trust structure and character of the post as identified below.

Salary: L7-L15 - £54,816, £61,882

Reporting to: Principal

Terms and conditions of employment:

In addition to the Conditions of Employment for Vice Principals laid down in the academy Teachers' Pay and Conditions Document 2013 and fully meeting the Teachers Standards, the Vice Principal is required to:

- Hold a corporate responsibility within the academy to ensure the operational purpose of the academy is maintained at all times.
- Promote the values and conditions of the academy and Aspirations Academy Trust.
- Drive the continuous and consistent focus on raising achievement and improving pupil outcomes.
- Focus primarily on the development of teaching and learning aiming to ensure that it is of the highest quality at all times.
- Promote an academy that enables all pupils to access a broad and balanced curriculum and to develop their abilities and personalities, irrespective of race, gender, ethnic origin or disability.
- Be the deputy designated safeguarding lead for the academy.
- Have a comprehensive understanding of the KS2 curriculum.

The Vice Principal is accountable overall to the Principal of Ocean Academy Poole for ensuring the educational success of Ocean Academy Poole within the overall framework of the Aspirations Academies strategic plan as well as the individual Ocean Academy Poole strategic plan. The Vice Principal is responsible for aspects of the internal organisation, professional leadership, management and control of Ocean Academy Poole and for leading supervision over teaching and support staff. The Vice Principal will support the Principal in the management, monitoring and organisation of the Academy and deputise for the Principal as required.

The Vice Principal should support the creation of a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all, in all areas of the Academy's work.

Key Accountabilities

Creating The Future Of The Academy

- Working under the direction of the Principal and Academy Trust to ensure the long-term success of the academy.
- Contribute to, and communicate, the Academy's shared vision which expresses core values and conditions of Aspirations Academy Trust.
- Implement the vision through agreed objectives and operational plans, contributing to and reviewing the strategic and improvement plans.
- Lead, mentor and motivate staff to build a culture of high commitment, standards and drive to promote the vision and values of Ocean Academy.
- Teach where necessary to support outstanding teaching across the academy.
- Promote the development and understanding of Fundamental British Values.
- Promote the positive preparation of children in modern Britain and ensure children are ready for the next steps in their education.
- Play a part in selecting and recruiting staff, building a capacity for growth.
- Lead assemblies.

Raise Aspirations, Achievements & Attainment

- Lead and take responsibility for the strategic planning of disadvantaged and vulnerable pupils to ensure they thrive.
- Lead and promote pupil aspirations across the academy, the district and the trust.
- Complete teaching responsibilities as required.
- Lead pupil progress meetings, alongside the assessment lead, and use pupil progress data and outcomes rigorously to optimise learning for all children and to drive up standards of teaching and learning.
- Establish creative, responsive and effective approaches to learning, teaching and the curriculum.
- Set high expectations and set stretching targets for the whole academy community.
- Implement and use a thorough monitoring evaluation cycle to ensure that planning and provision tackles any areas of weakness.
- Tackle under-performance at a range of levels and hold those to account who do not meet
- expected standards
- Liaise with subject leaders to ensure intention, implication and impact for the development of
- the curriculum are consistent and leaders drive their subject across the academy through
- comprehensive action plans.
- Monitor key professional practices on a regular basis (e.g. planning, marking, targets, presentation, displays etc.) ensuring all relevant policies are adhered to and meet the needs of children

Develop Self and Others To Become Leaders of Learning

- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- Lead in the role of CPD leader.

- Promote and maintain a culture of high expectations for self and others, channeling the efforts of all staff to good effect.
- Ensure the effective planning, allocation, support and evaluation of both teams and individuals.
- Regularly review own practice, set personal targets and take responsibility for own development by completing NPQSL or equivalent.
- Research and implement new initiatives and develop pedagogy in academy.
- Coach, mentor and model outstanding teaching.

Managing The Academy

- Ensure the smooth day-to-day running of the academy and report directly to the Principal.
- Actively promote and foster the importance of pupil and staff behaviour that shows respect, consideration and thought for others.
- Lead on behaviour across the academy and use data to inform next steps to maintain high standards.
- Have effective behavior management skills and have a sound understanding of how to keep staff and children safe.
- Contribute to academy self-evaluation and ensure improvement plans and policies promote continuous academy improvement.
- Under the direction of the Principal, develop and deploy staff appropriately within the academy.
- Ensure all safeguarding procedures are rigorously followed.
- Work closely with parents to promote a joined up approach to learning and support teachers to ensure parents are informed about their child's learning and spiritual, moral, social and emotional growth.
- Be available to staff and parents to support, discuss and problem solve where necessary.
- Monitor resources and to oversee the deployment of them, ensuring value for money.

Managing Professional Standards

- Ensure the highest standards of professional conduct and confidentiality at all times. Set a good example in terms of dress, punctuality and attendance.
- Support the Principal in overseeing all aspects of the academy organisation and management
- Uphold the academy's behaviour code and uniform regulations. Communicate with parents when there are concerns with academic work, behaviour or uniform.
- Attend and participate in open evenings and student performances.
- Participate in staff training and meetings. Organise / lead INSET as required.
- Keep fully appraised and aware of educational and other appropriate developments whether national or local, and assess their impact on the Academy.
- Develop and maintain good relationships with all stakeholders and partners.
- Be a proactive member of SLT and instill confidence and respect from colleagues.
- Have a high level of written and spoken English to ensure professional standards are met at all levels and communication is of a high level.

Securing Accountability

- Contribute to, and articulate, an ethos, which enables everyone to work collaboratively.
- Ensure individual staff accountabilities are clearly defined, understood and agreed within the academy or phase.
- Take a lead role in staff appraisal.
- Ensure every individual child has access to high quality teaching and learning.
- Ensure that all children make optimal progress even when there are barriers to learning, through excellent systems and provision for all.
- Hold difficult conversations where necessary to ensure high standards are always maintained.
- Update policies and support the Principal to ensure staff adhere to these policies.

Strengthening Community

- Maintain rich partnerships with families and the community to build a learning community that strives for personal growth.
- Promote positive strategies for challenging racial and other prejudice.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies to ensure pupil and community needs are met.
- Establish good relationships, encourage good working practices and support and lead teachers, promoting a culture of teamwork, in which views of all members of the academy community are valued and taken into account.
- Effectively use social media to promote the academy within the local community.
- Lead on the planning and analysis of extra-curricular activities and enrichment
- Alongside the principal, develop and maintain and clear cultural capital and employability plan.

Support The Work of The Aspirations Academies Trust

- Develop and maintain the Aspirations ethos of the Academy so that it is intrinsic and permeates all aspects of the Academy's life and curriculum.
- Develop strong, positive relationships with colleagues in the Aspirations Academies Trust, contribute to collaborative work across Aspirations Academies and support other staff in participating in Aspirations Academies Trust work.
- Participate in Aspirations Academies Trust and sector-wide activities in order to share best practice, contribute to the development of Aspirations Academies Trust strategies and policies and promote the academies and the Aspirations Academies Trust in a local and national context.
- Provide advisory support to other Aspirations Academies as required.

General:

- Attend training sessions and meetings as required.
- Work in accordance with data protection regulations.
- Uphold the Trust's policy in respect of child protection and safeguarding matters.

Special Conditions of Service

- Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.
- As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate the nature of such conviction/s.

Equal Opportunity

- The post holder will be expected to carry out all duties in the context of and in compliance with the academy's Equal Opportunities Policies.
- This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Following consultation with you, this job description may be changed by Management to reflect or anticipate changes in the job, which are commensurate with the salary and job title.

Targets will be negotiated annually with the Principal and reviewed termly.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description

Person Specification:

Assessed at application stage (A) Assessed by the Recruitment Process (R)

Criteria	Essential	Desirable
Knowledge and Qualifications		
Degree or equivalent	A	
Qualified Teacher Status	A	
Evidence of relevant professional development associated with leadership	A	
Further significant qualifications (e.g. Leadership Pathways, NPQSL, Pre-NPQH)		A,R
Professional Experience		
Experience of having led, or made a significant contribution to, the success of a academy through its leadership, pupil outcomes and ethos	A,R	
Significant successful experience of working as a senior leader	A,R	
Experience of supporting staff to optimise attainment and progress of pupils: raising standards	A,R	
Experience of systematic and rigorous year group evaluation	A,R	
Significant experience of supporting staff to develop and improve effective teaching and learning	A,R	
Success with working with parents and the local community	A,R	
Experience of managing a budget.		A,R
Experience of leading and training primary staff to be successful practitioners (ECT / ITT).		A,R
Experience of working in KS2		A,R
Teaching and Learning		
Good/Outstanding classroom practitioner	A,R	
Thorough understanding of assessment systems, progress tracking methods and analysis to raise standards	A,R	
Experience of monitoring and evaluating teaching		A,R
Willingness to be part of out of hours activities which enhance teaching and learning and the promotion of the academy	A,R	

Experience of teaching in, or leading, more than one phase.		A,R
Knowledge of the AAT Values and Conditions.		A,R
Knowledge		
Understanding the role of Vice Principal and readiness to take on all aspects of the role to secure the organisational and strategic growth of the academy	A,R	
Understanding of current developments in primary education	A,R	
Thorough understanding of how assessment for learning drives improvement	A,R	
Thorough knowledge of statutory requirements, including safeguarding equalities and inclusion.		A,R
Thorough understanding of all aspects of teaching and learning across the primary phase		A,R
An appreciation and understanding of a Growth Mindset approach		A,R
Teaching across the primary age range		A,R
Leadership		
An understanding of different leadership styles and a willingness to undertake self -development and learning to enhance this	A,R	
Ability to lead, coach, inspire and challenge staff within a tight accountability and appraisal framework	A,R	
Strong organisational skills and the ability to delegate to others and hold them to account for outcomes	A,R	
Ability to work closely with the Principal and SLT in all aspects of academy leadership and development	A,R	
Skilful management and understanding of how to inspire and secure strong relationships with other district partner academies		A,R
Lead CPD across the academy		A,R
Deputy Safeguarding Lead or deputy DSL		A,R
Responsibility for Pupil Premium outcomes		A,R
Personal Skills and Qualities		
Well developed interpersonal skills and can provide strong management and is respected by colleagues	A,R	

Determined to find a way to secure outstanding learning and progress for every child	A,R	
Outstanding communication skills, with a range of audiences and have a high level of written and spoken English	A,R	
High expectations of staff and pupil behaviour	A,R	
Proven ability to deal successfully with situations that make and include conflict resolution	A,R	
Ability to work as part of a team as well as lead a team	A,R	
Proactive and able to use own initiative, to work independently, to organise own workload and supervise the work of others and to demonstrate and lead initiatives	A,R	
Willingness to be involved in the life of the academy	A,R	
Ability to use new and emerging technologies to secure impact		A,R
Excellent critical thinking skills and intellectual curiosity		A,R
Holds a driving license		A,R
Willingness to be involved in extra-curricular activities		A,R
Desire to be a principal in the future		
Knowledge		
Knowledge of child protection and safeguarding	R	
Knowledge of the potential barriers to learning	R	