

## Job Description

<b>Post Title:</b>	<b>Vice Principal</b>
<b>Location:</b>	<b>Glenbrook Spencer Academy</b>
<b>Salary/Pay Range:</b>	<b>Leadership 1-5 (5 point range)</b>
<b>Hours of work:</b>	<b><i>Full Time</i></b>
<b>Reporting to:</b>	<b>Principal</b>

## Nature and Scope

The Vice Principal (with leadership responsibilities) is required to carry out the duties of a school teacher as set out in the School Teachers' Pay & Conditions Document and to meet all Teacher Standards.

The Vice Principal is expected to support the leadership of the school in:

- Formulating the aims and objectives of the school through clear school improvement planning
- Establishing the policies through which they should be applied
- Managing staff and resources
- Monitoring progress towards their achievement
- Implementing child protection policy and procedures and ensuring all children are safeguarded
- The Vice Principal will have a teaching commitment – they key stage and year group will be dependent on the strengths

## Main Duties and Responsibilities

You will be required to carry out the following duties. The nature of the Academy year requires some of these tasks to be done regularly whilst others will be on an annual cycle.

### Organisation

- To take responsibility for the day to day running of a Key Stage/ Phase ensuring that all personnel are well informed and have all the information they need in order to carry out their professional duties effectively
- To take a leading role in the establishment and maintenance of good and trusting relationships within the phase and across the school, through sound communication and consultation procedures both within the school and with all appropriate agencies, including governors
- To organise timetables and cover across the phase as required
- To assist the Principal in the deployment of staff across the phase
- To use resources (including finances) innovatively and effectively to raise achievement levels of all children in the Key Stage/ Phase

### Leading Teaching and Learning

- To play a leading role in the promotion of high standards of achievement and equal opportunities, promoting and developing Glenbrook Spencer Academy policies and practices
- To demonstrate excellent practice as a teacher and maintain a good knowledge of current thinking in primary education

- To monitor teaching across the academy, ensuring the highest standards are achieved, and supporting staff to develop and maintain outstanding practice
- To monitor the quality of learning, ensuring pupil work is of a consistently high standard and feedback supports children in making progress and feeds into planning and target setting
- To work in the classroom alongside colleagues in order to support initiatives for raising achievement and the quality of teaching and learning
- To take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
- To ensure cover is in place in classes when teachers are engaged in CPD and school development activities
- To lead and develop assessment practices, taking into account current initiatives
- To ensure assessments are taking place regularly and systematically according to school policy and that staff are given opportunities for moderating work in order to make accurate judgements in the ongoing assessment of children
- To ensure the progress of pupils is rigorously monitored through analysing data and running pupil progress meetings to ensure accelerated progress, and implementing support plans when achievement is not strong
- To lead and develop practices which narrow the gap between groups of pupils

### **Curriculum Leadership**

- To strategically lead the school's curriculum ensuring that there is absolute clarity on the knowledge to be taught and that there is rigorous monitoring of the coverage and quality of the curriculum.
- To lead a core subject area of the curriculum, working in partnership with other subject leaders
- To monitor and support the delivery of the curriculum by working alongside staff as they plan (long term, medium and short term)
- To contribute to the development of education, for example, sharing effective practice, working with partnership schools and promoting innovative initiatives
- To develop and improve the curriculum taking into account latest research.
- To integrate the school's personal development and character education offer with the curriculum so pupils are prepared for life in modern day Britain.
- To coordinate, risk assess and evaluate educational visits that link to the curriculum.

### **Staff Development**

- To support Appraisal Reviews and staff CPD in line with individual performance targets and whole school priorities
- To offer advice and support to teaching and other colleagues regarding their training needs, in line with priorities set out in the School Development Plan, including planning and leading training and development opportunities
- To ensure that all newly appointed staff have adequate support as part of their initial and ongoing induction
- To work alongside other leaders and advisory staff involved in supporting the development of the school
- To meet, monitor and support staff who it is felt require a coaching and support plan, or the support of the school's capability process
- To develop links with partnership schools to support staff development

### **Pastoral Care and Safeguarding**

- To have a high profile and actively engage with pupils and parents/carers to support children's achievement and wellbeing, both in phase team and across the school
- To be a DSL
- To co-operate and work with relevant agencies to protect children

**Behaviour Management**

- To work with the Principal to ensure that all staff know, understand and implement the school's behaviour and anti-bullying policy
- To ensure that there is a consistent approach to discipline throughout the school so that all staff are:
  - Implementing the behaviour policy
  - Establishing and maintaining good order
  - Promoting the sensitive treatment of individuals
- To meet parents of pupils who have consistently poor behaviour in line with the school's behaviour policy
- To create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment
- To respond and manage incidents of poor behaviour ensuring record keeping is accurate

**Parents, the community and extended schools**

- To play a full part in the life of the school community
- To work in partnership with other leaders to ensure the school maintains good relationships with parents and carers
- To liaise with colleagues in order to develop a partnership with parents which will enhance children's learning
- To encourage parents to participate in the life of the school in a variety of ways
- To co-ordinate and assist school events
- To organise and lead assemblies

**Health and Safety**

- To work in partnership with other leaders and the Premises Manager, ensuring that all staff know, understand and implement the school's health and safety policy

**Working with the Governing Body**

- To attend meetings of the Governing Body as required

**Additional Responsibilities and General Requirements**

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Principal including deputising for other members of the senior leadership team in their absence
- Work in co-operation with colleagues and establish and maintain good relationships with staff and children
- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination
- Participate in the school's appraisal and professional development scheme, ensuring that objectives are set and met within the agreed time-scale
- Attend and participate in relevant training (including Training and Development days), sharing knowledge and ideas gained with colleagues

**Personal Development, Behaviour and Welfare**

- Ensure children are safe within the classroom environment
- Ensure the Behaviour policy is implemented
- Read and implement all policies relating to Safeguarding of children
- Liaise with SENDCo and Designated Safeguarding Person when appropriate
- Liaise with MDS over lunchtime concerns
- Share responsibility for the appearance of the school (displays, tidiness of resources etc)
- Be aware of any Health & Safety issues

## General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Academy policies including in particular Health and Safety and Safeguarding.
- Participate in the Academy Appraisal process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.

These above-mentioned duties are neither exclusive nor exhaustive, the post- holder may be required to carry out other duties as required by the Trust.

## Additional Information

**The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.**

## Person Specification

	Essential	Desirable
<b><i>Qualifications and experience</i></b>		
Qualified teacher status	✓	
Experience of leading on the curriculum	✓	
Experience of leading personal development		✓
Teaching experience	✓	
Experience of working at a whole-school level	✓	
Involvement in self-evaluation and development planning		✓
Experience of conducting training/leading INSET		✓
Experience of line managing staff		✓
Experience as an EVC		✓
<b><i>Knowledge and skills</i></b>		
Sound knowledge of the requirements of an outstanding school curriculum (intent, implementation and impact)	✓	
Understanding of what makes 'quality first' teaching,	✓	
Data analysis skills, and the ability to use data to	✓	
inform quality first teaching an interventions	✓	
Effective communication and interpersonal skills	✓	
Ability to build and form good relationships with students, parents/carers and colleagues	✓	
Ability to influence and negotiate	✓	
Good record-keeping skills	✓	
Ability to work constructively as part of a team, understanding school roles and responsibilities including own	✓	
<b><i>Personal qualities</i></b>		
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	✓	
Ability to work under pressure and prioritise effectively	✓	
Commitment to maintaining confidentiality at all times	✓	
Commitment to safeguarding and equality	✓	
A diplomatic and patient approach	✓	
Efficient and meticulous in organisation	✓	
Desire to enhance and develop skills and knowledge through CPD	✓	
Ability to evaluate own development needs and those of others and to address them	✓	
	✓	

Commitment to the highest standards of child protection and safeguarding	✓	
Recognition of the importance of personal responsibility for health and safety	✓	
Commitment to the Trust's ethos, aims and whole community		