



**Post Reference:** 2760

**Job Title:** Vice Principal

**Grade:** Leadership L20 to L24 (£82,654 to £91,157)

**Hours:** Full time

**Accountable to:** Principal

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# JOB DESCRIPTION

## Role:

As Vice Principal, you will play a pivotal role in shaping strategic direction, driving continuous improvement and ensuring the highest standards of teaching, behaviour and student outcomes. While the specific portfolio of responsibility will reflect the strengths of the successful candidate, the core purpose remains: **Every Child Can.**

You will:

- Lead with clarity, compassion and moral purpose.
- Establish a culture of high expectations where students feel safe, valued and motivated to succeed.
- Empower staff through professional development, coaching and accountability.
- Model exemplary leadership behaviours aligned with our Trust's values.
- Drive strategic initiatives that raise standards and improve outcomes.
- Strengthen partnerships with families, community stakeholders and Trust colleagues.

## Purpose of job

The Vice Principal is a key member of the senior leadership team, embodying the core values of Excellence, Respect, Integrity, Inclusivity, Ambition and Collaboration. The role requires a leader with high moral purpose, unwavering belief in young people, and a commitment to ensuring that **every child can** achieve their fullest potential.



## Executive leadership responsibilities

- Champion the mission, vision and values of Leeds East Academy and the White Rose Academies Trust, ensuring they are embedded in all leadership decisions and practice.
- Model the highest professional standards to staff, students and the wider community, maintaining a visible and positive leadership presence at all times.
- Contribute to a cohesive, ambitious and forward-thinking Senior Leadership Team committed to securing exceptional outcomes and transforming life chances.
- Lead on specific strategic priorities within the Academy Development Plan as agreed with the Principal.
- Account for Academy standards to the Principal, Local Accountability Board, Trust Executive Leadership, Ofsted and other external agencies.
- Work flexibly across leadership portfolios to ensure whole-Academy objectives are met.
- Embed a reflective culture where self-evaluation and accountability drive continuous improvement.

## Senior leadership responsibilities

- Serve as an integral member of the Leadership Team, committed to securing outstanding outcomes for students, staff and the community.
- Share corporate responsibility for realising the belief that **every child can** achieve highly, ensuring the Academy secures progress, attainment and attendance above national benchmarks.
- Promote a culture of high expectations, professional integrity, aspiration and ambition across all Academy functions.
- Take a proactive role in safeguarding and promoting the welfare of all children.
- Model exemplary leadership behaviours, offering support, coaching, challenge and professional guidance to staff.
- Lead improvement strategies with clarity, rigour and a deep commitment to inclusivity and excellence.
- Develop and support middle leaders to ensure impactful leadership at all levels.
- Contribute to policy implementation and fulfil the varied responsibilities expected of Academy senior leaders.

## Job Description and Person Specification

- Monitor staff wellbeing and workload, ensuring systems are fair, sustainable and productive.
- Maintain daily visibility around the Academy, contributing actively to its smooth operation.
- Lead the Academy's readiness for Ofsted inspection.
- Contribute to improvement planning, quality assurance cycles and accurate self-evaluation.
- Conduct Deep Dives, reviews and monitoring activities, reporting clearly on strengths and areas for development.
- Provide consistent and values-aligned line management following the LEA Line Management Protocol.
- Analyse performance information, plan targeted interventions and report to Senior Leadership Team and Middle Leadership Team as required.
- Work closely with Trust leaders and governance to secure high standards, strong behaviour culture and excellent value for money.
- Build and maintain strong partnerships with local stakeholders, the Trust, Luminate Education Group, businesses and community organisations.
- Represent Leeds East Academy positively in the community and support its role as a central, inclusive, and aspirational institution.
- Uphold Health and Safety legislation and GDPR requirements.
- Engage in ongoing professional development.
- Undertake any additional responsibilities reasonably required to ensure the effective running of the Academy.

### Developing professional and constructive relationships

- Hold consistently high expectations of all young people, grounded in the belief that **every child can** achieve highly.
- Build respectful, supportive and constructive relationships with students.
- Communicate effectively with parents and carers regarding progress, wellbeing and next steps.
- Promote teamwork, collaboration and shared accountability.
- Support colleagues, foster effective team working practices and promote professional learning.

- Lead robust performance management processes and support staff development.
- Build a motivational and aspirational culture that celebrates success.
- Demonstrate strong organisational skills and the ability to prioritise and meet deadlines.
- Provide clear, professional and supportive line management.

## **Working within legal and statutory frameworks**

- Maintain up to date understanding of teaching standards, statutory requirements and the legal framework underpinning education.
- Contribute to the development and implementation of policies promoting equality, inclusion and high achievement.
- Demonstrate expert knowledge of safeguarding procedures and respond appropriately to concerns.
- Support students experiencing personal challenges and work with external agencies where appropriate.

## **Developing practice**

- Engage in reflective practice and pursue ongoing professional development.
- Promote innovative, evidence-informed approaches to improve outcomes.
- Evaluate the impact of leadership and teaching on learning and wellbeing, adapting where necessary.
- Model continuous improvement and professional curiosity.

## **Professional skills**

- Model exceptional teaching and learning practice.
- Ensure high-quality pastoral care, safeguarding and welfare systems.
- Maintain high expectations for behaviour in line with Academy policy.
- Promote equality, diversity and inclusion in all teaching and leadership practices.
- Use assessment effectively to inform planning and raise achievement.
- Provide constructive feedback to students, staff and families.

- Establish safe, purposeful and inclusive learning environments.
- Use data meaningfully to drive progress and intervention.
- Support students in becoming confident, independent and resilient learners.

***All post-holders at White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with White Rose Academies Trust.***

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### **Equal Opportunities:**

- To promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided.
  - To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.
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### **Generic Staff Requirements:**

- Uphold the professional standards expected of every member of academy staff in all dealings with colleagues, students, parents/carers, and the wider community.
- Adhere to the principles expressed in the aims of the academy and its mission statement.
- Actively contribute to the continued development of the academy and self by attending training, participating in relevant meetings and appraisals, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply academy policies in all aspects of the role.
- Improve own practice through observation, evaluation, discussion with colleagues and appropriate CPD programmes.
- Work collaboratively with colleagues, knowing when to seek help and advice.
- Contribute to the overall ethos, work, and aims of the academy by attending relevant meetings, training days/events as requested.

## Job Description and Person Specification

- Be aware of and comply with the academy policies and procedures e.g. safeguarding, child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be responsible for safeguarding children and promoting their welfare and following child protection procedures.
- Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding, and promoting the values, standards and equal opportunities of the academy.
- Recognise and appropriately challenge any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the academy.

All postholders are accountable through White Rose Academies Trust Performance Management Appraisal Policy. The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced level check with the Disclosure & Barring Service. Please note that a criminal record will not necessarily be a bar to obtaining employment; this will depend on the circumstances and background to any offence.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

# PERSON SPECIFICATION

The specific qualifications, experience, skills, and values required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it is an essential or desirable requirement, and at which point in the recruitment process it will be assessed.

**You should be able to demonstrate the following criteria:**

E = Essential

D = Desirable

**Measured by:**

A = Application Form

T = Test/Exercise

I = Interview

R = References

C = Certificate

**Qualifications**

<b>E</b>	PGCE or equivalent	<b>A C</b>
<b>E</b>	Qualified Teacher Status (QTS)	<b>A C</b>

**Knowledge and Experience**

<b>E</b>	A proven track record of leading significant and sustained improvements in whole-Academy standards, resulting in stronger student outcomes, enhanced staff practice and a positive, aspirational culture across the school.	<b>A I T</b>
<b>E</b>	Expert knowledge of statutory frameworks and national guidance relevant to school improvement, with the ability to ensure that Academy systems, policies and practice consistently meet or exceed required standards.	<b>A I T</b>
<b>E</b>	A deep understanding of effective school improvement strategies and evidence-informed practice, translating these into clear systems, high expectations and consistently strong professional practice at all levels.	<b>A I T</b>
<b>E</b>	Extensive experience of building and leading effective partnerships with external agencies, professional networks and strategic stakeholders, ensuring that all learners benefit from coordinated, timely and impactful support that strengthens overall Academy performance.	<b>A I T</b>
<b>E</b>	Experience working with external agencies, alternative provision providers, and local authorities	<b>A I T</b>

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<b>D</b>	Experience contributing to or leading Ofsted preparation and inspection	<b>A I</b>
<b>D</b>	Experience working with alternative provision and external agencies	<b>A I</b>

**Skills, Attributes, and Abilities**

<b>E</b>	High level of organisation and strategic thinking	<b>A I T</b>
<b>E</b>	Ability to inspire confidence and foster a culture of high expectations and continuous improvement	<b>A I T R</b>
<b>E</b>	Commitment to inclusion, equality, and diversity	<b>A I</b>
<b>E</b>	Ability to analyse data and translate findings into effective strategic action	<b>A I T</b>
<b>E</b>	Exceptional leadership, communication, and interpersonal skills	<b>A I T</b>

**Behavioural and other characteristics**

<b>E</b>	A willingness to develop professionally through training	<b>A I</b>
<b>E</b>	Respectful towards all students, with total belief in their entitlement to a high-quality education, whatever their circumstances and ability	<b>A I</b>
<b>E</b>	Committed to raising standards of achievement through high quality classroom practice	<b>I</b>
<b>E</b>	Take a key role in contributing to extra-curricular activities	<b>A I</b>
<b>E</b>	Committed to the principles of the academy programme	<b>I</b>
<b>E</b>	Possess personal integrity, warmth and a willingness to grow and learn	<b>I</b>
<b>E</b>	Commitment to the education of the 'whole child,' i.e. social, emotional and citizenship development	<b>I</b>

The White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced DBS check.

An overseas check, such as a Certificate of Good Conduct, will be required if you have lived outside the UK for 3 months or more in the last 10 years while aged 18 or over. This is not required at the application stage but must be obtained by the postholder prior to appointment, in line with safer recruitment practices.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. You can view our Safeguarding and Child Protection policy on our website.