

**Vice Principal**

**KS2**

**(Leadership Scale 13 to 17 - Outer London)**

Application Pack

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**Welcome** to Oriel Academy West London

**Oriel Academy is a good school where: “Pupils personal development, behaviour and welfare are outstanding. Classrooms are calm and purposeful and pupils enjoy their learning” Ofsted October 2016.**

Thank you for your interest in the post of Vice Principal at Oriel Academy West London.

Oriel Academy is a larger than average primary academy serving a diverse and changing community. We are a thriving academy with a real energy and excitement about the future.

We are seeking to appoint a highly motivated, enthusiastic professional to join our dynamic leadership team to take overall responsibility for curriculum and assessment and to have specific responsibility for raising standards in KS2. We are looking for someone who is passionately interested in teaching and learning; has a track record as an outstanding teacher; has proven leadership skills with a drive to achieve the very best education for our students.

We offer genuine opportunities for significant CPD and career development.

# We are happy to consider experienced Assistant Principals and Middle Leaders from Primary settings who are ready for the next stage of their career.

**Visits to our academy are welcomed and encouraged**

To arrange a visit or for more information please contact

Elizabeth A Linney, Principal

Tel: 0208 894 93965

e‐mail: principal@oriel-aspirations.org

**Closing date for applications: Monday 20th November 2017 (12 Noon)**

**Interviews will be: Friday 1st December 2017**

We are seeking to appoint an outstanding teacher to the post of Vice Principal. We are looking for a leader who will make a significant contribution to our academy. If you want to be part of something special then this is the role for you.

**We are looking for a Vice Principal who has:**

* A proven track record of being an outstanding practitioner in KS2;
* The drive, vision and energy to constantly strive for excellence;
* A passion for developing children’s learning through consistently high quality teaching , high aspirations and expectations;
* Proven leadership qualities and the ability to challenge, inspire and motivate colleagues.

**In return, we can offer:**

* A strong team of enthusiastic and dedicated staff;
* A dedicated and supportive Local Area Board (LAB);
* Enthusiastic children who are keen to learn;
* A track record of developing staff to leadership;
* Extensive support mechanisms and opportunities through our cross academy district work and through our Aspirations Teaching School Alliance.

**Job Description:**

Vice Principal

**Relationships**

1. RESPONSIBLE TO:

Principal and, in the Principal’s absence, the Executive Principal

2. RESPONSIBLE FOR:

Staff and Pupils

Curriculum development, assessment, teaching and learning and raising standards across KS2

3. IMPORTANT RELATIONSHIPS

Pupils and parents

Other members of the teaching and support staff

The senior leadership team

The Local Area Board

The Wider Aspirations Academies Trust

4. IMPORTANT EXTERNAL RELATIONSHIPS

Key professionals, e.g. those working for the Local Authority, Health Service, professional bodies and other local schools

**The Vice Principals share with the Principal the responsibility for running a school dedicated to achieving and maintaining the highest possible standards. A school 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.**

The post holder will be required to work with the other Vice Principal and the Principal:

* To lead colleagues on a professional level in order to promote a mutual understanding of the vision and values of the academy;
* To provide development and management of the teaching and learning of pupils across the academy as a whole;
* To lead the monitoring and evaluation of standards across Key Stage 2;
* To lead on standards and monitoring. This includes overseeing Pupil Progress Meetings and coordinating resources and staff to ensure all pupils reach their full potential;
* To ensure the effective deployment of staff and financial resources to meet specific objectives which reflect the development priorities of the academy;
* To network with professionals from a range of disciplines and organisations to ensure a consistency of approach regarding standards, support, transition and the provision of high quality learning and teaching;
* To work in partnership with the Principal and SLT to implement and manage change initiatives;
* To maintain and further develop a successful partnership between staff, parents, pupils and the community.

***This is a senior post within the academy’s staffing structure. This is a post which involves working with staff across all key stages. In the absence of the Principal and the Executive Principal, the post holder will take joint responsibility as acting Principal.***

***This is a non-classed based post however the successful candidate will have teaching duties for part of the week e.g. release time for Phase Leaders, sets, occasional cover, booster classes etc. In the event of the absence of a colleague this post holder may need to be deployed to class until a suitable replacement can be found.***

**Specific Responsibilities**

**Curriculum and Standards**

* To have oversight of the curriculum across KS2, to ensure we offer a broad, cohesive, progressive scheme of work;
* To monitor and evaluate planning, quality of teaching and learning and pupil progress across KS2;
* To promote the effective management of pupil behaviour and safeguard the welfare of children;
* Develop and review systems to ensure robust evaluation of academy performance, progress data and actions secure improvements comparable to appropriate national standards;
* Liaise with and support the development of subject coordinators to ensure that appropriate provision is made for children across all areas of the curriculum;
* Support subject leaders in the development and implementation of curricular initiatives leading to raised attainment and achievement;
* Ensure appropriate action plans are in place where issues are identified in raising achievement for pupils and feedback to the Principal;
* To ensure that actions from curriculum audits are prioritised and fed into the Academy’s Strategic Plan with clear success criteria and evaluation processes;
* To communicate to the Local Area Board (LAB) and SLT as required on matters relating to the curriculum.

**Progress and Attainment**

* Support staff to meet personal and professional targets;
* Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting;
* Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching;
* Support teachers to ensure that parents are well informed about the curriculum, targets, pupils' progress and achievement;
* Play a key role in setting appropriate expectations for staff and pupils in relation to standards of pupil's achievements and the quality of teaching, establishing clear targets for improving and sustaining pupil's achievement; including statutory procedures and targets for individuals and groups throughout the key stage, supporting the process of teaching and learning in accordance with agreed policies and guidelines;
* Take a lead in the target setting and half termly tracking of pupil’s progress towards targets;
* Assess the pupils’ attainment/performance formally and informally according to the assessment policy of the academy;
* Play a lead role in Pupil Progress Meetings;
* Support staff in understanding their own accountability;
* Be available for parents and pupils to discuss their academic work and social concerns in accordance with the appropriate lines of communication in operation.

**General Responsibilities**

**Strategic direction and development**

* Support the aims, vision, ethos and policies of the Academy, playing a key leadership role in ensuring that pupils feel safe and secure, taking every opportunity to promote their high self-esteem;
* Support the implementation and evaluation of the Academy's policies;
* Support the Principal in ensuring the maintenance of a structured environment for effective teaching and learning, for good behaviour and discipline and for pupils' spiritual, moral, social and cultural development;
* Promote the positive preparation of children for life in modern Britain, promoting fundamental British Values;
* Help lead and manage the creation and implementation of the Academy’s strategic plan which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increasing teachers' effectiveness and securing academy improvement and to take responsibility for appropriately delegated aspects of it;
* Work alongside the Principal to secure improvement through performance management procedures; take responsibility for the management and appraisal of identified staff;
* Work with the Principal to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring;
* Work with the Principal to ensure regular reviews of all academy systems to ensure statutory requirements are being met and improved on where appropriate;
* Support with selection and recruitment of staff;
* Establish good relationships, encourage good working practices and support and lead teachers, by promoting a culture of teamwork, in which views of all members of the academy community are valued and taken into account.

**Maintenance of 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 and Executive 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 or behaviour;
* Attend and participate in open evenings and student performances;
* Participate in staff training and meetings. Organise / lead INSET as required;
* Attend team and staff meetings;
* 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;

**Teaching and learning**

* Take a lead as an exemplary teacher and as a manager, achieving high standards of pupil attainment, behaviour and motivation through effective teaching. With a teaching commitment of up to 20% of the week;
* Set high expectations for your own performance and that of others;
* Monitor the quality of teaching and learning, in line with the academy policy.
* Monitor key professional practices on a regular basis (e.g. planning, marking, targets, presentation, displays, etc.) ensuring all relevant policies (e.g. Planning and Marking policies) are adhered to and meet the needs of children;
* Through support and challenge secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils;
* Support staff in understanding the learning needs of children and the importance of raising their achievement; disseminating the most effective teaching approaches;
* Monitor resources and to oversee the deployment of them, ensuring value for money.

**Other Duties and Responsibilities**

* Ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication;
* Be a proactive and effective member of the SLT;
* Ensure the day-to-day effective organisation and running of the academy including the deployment of staff as appropriate;
* Ensure that pupils feel safe and secure, taking every opportunity to promote their high self-esteem;
* Attend academy functions;
* Share responsibilities for assemblies;
* Organise communications with parents e.g. information sessions for parents outlining arrangements and curriculum for the year, including homework expectations / ensure that any parental concerns are responded to appropriately.

**Undertake any other reasonable professional task as directed by the Principal**

**Special Conditions of Service**

Due to the nature of the post, candidates are required, as set out in the application form, to disclose any convictions, cautions, reprimands or final warnings that are not “protected” as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 by SI 2013 1198). Disclosure of a criminal background will not necessarily prevent employment – consideration will be given to the nature of the offence(s) and when they occurred.

Furthermore appointment will be made subject to:

* Scrutiny of a Disclosure and Barring Scheme certificate that is considered satisfactory by the Aspirations Academies Trust
* Confirmation the appointee is not included on the Children’s Barred List and has no relevant prohibition or restriction order imposed by the Secretary of State
* Checks as required with reference to the Childcare Disqualification Regulations

**Equal Opportunities**

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

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|  | **Person Specification** |
|  | **Vice Principal** |
|  | **ESSENTIAL** |
| Qualifications | * Qualified Teacher Status; * Evidence of recent relevant professional development including development associated with leadership and management. |
| Experience | * Significant successful experience of working as a senior leader; * Successful experience leading a significant subject area or phase within Key Stage 2; * Evidence of supporting other staff to develop and improve effective teaching and learning; * Achievement in raising standards in key aspects of the academy; * Significant experience of rigorous self-evaluation; * Significant experience of working in a culturally diverse academy. |
| Knowledge | * Understanding the role of Vice Principal, including leadership and management and current developments in primary education; * A thorough knowledge of the requirements of the National Curriculum and Early Years Foundation Stage, taking into account entitlement of equal opportunities and inclusive education for all pupils; * Thorough understanding of how assessment of learning drives academy improvement; * Thorough understanding of all aspects of teaching basic skills across the curriculum and the academy; * Thorough knowledge of current statutory requirements, including safeguarding and equalities and their practical implications for the work of primary schools. |
| Skills | * Well-developed inter-personal and management skills to provide strong leadership and to promote a clear vision for the academy; * Proven ability to deal successfully with situations that make and include conflict resolution: * Ability to work as a strong and effective leader through knowledge and understanding of exemplary teaching practice, effective teamwork and working within a local community of adults and pupils from a diverse cultural background; * Proven ability to promote and achieve high standards of learning and attainment across the primary range through an understanding of a range of teaching and learning styles and the use of formative assessment; * Analytical skills to use data to evaluate performance and plan appropriate courses of actions for improvement; * Ability to identify the professional development needs of a range of staff through performance management and support; * Experience of working effectively with children, staff, parents, the community and outside agencies to promote inclusive initiatives; * Proactive and able to use initiative, to work independently, to organise own workload and supervise the work of others and demonstrating initiative. |
| Professional  Ethos and  Commitment | * High expectations for self and others and a strong commitment to raising achievements for all; * Commitment to promoting home/academy partnerships; * High expectations of pupil behaviour and strategies to meet the personalised learning and emotional needs of every child; * Willingness to be involved in extra-curricular activities; * Commitment to own on-going professional growth; * Commitment to safeguarding. |

**The Aspirations Trust**

The Aspirations Academies Trust (Aspirations) as a sponsor of primary and secondary age academies in England, is committed to raising students’ aspirations so that all young people reach their fullest potential and achieve the success they want for themselves.

The Aspirations Academies Trust in England benefits from QISA’s (The Quaglia Institute for Student Aspirations) remarkable record of more than 30 years of research and experience working with students, educators, and schools.

Aspirations is the ability to dream about the future while being inspired in the present to reach those dreams. The Aspirations Academies Trust was set up in England with the vision to combine the thirty years of educational research by Dr. Russ Quaglia on student aspirations with effective and innovative school improvement techniques in order to create truly outstanding schools that would fully prepare students to succeed in this exciting world.

Central to the philosophy of the Aspirations Academies Trust is the innovative Aspirations Framework developed by the Quaglia Institute for Student Aspirations (QISA) which outlines the belief that for all students to have high Aspirations, three Guiding Principles must be present: Self‐Worth, Active Engagement, and Purpose. These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. The Three Guiding Principles, in turn, are lived out through 8 Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals.

The eight Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility and Confidence to Take Action. Students who have high aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school and work with intention toward their goals.

Our Aspirations Academies have a commitment to make certain that all young people achieve their fullest academic potential and become responsible citizens. To achieve this goal we are dedicated to promoting and putting into practice the three Guiding Principles and eight Conditions that foster student aspirations. Each Academy strives to ensure that all students have the opportunity to discover and appreciate their endless promise for a successful future.

The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 3 to 18. Each stage of a child’s education is extremely important ‐ pre‐school, primary and secondary ‐ and should, where possible be coherent across the phases of education in the practice of developing the principles and conditions central to the beliefs and aims of the Aspirations Academies Trust. For this reason, we support primary, secondary and, where possible, all through (ages 3‐18) academies.

At whatever stage a child joins an Aspirations Academy, whether it is at the age of three or sixteen, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an interconnected and highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment.

**Continuous Professional Development**

We offer unique and bespoke training for staff at all levels. This includes Senior Leadership Training, Aspirations Training – Level 1 & 2, Polishing Pedagogy, Coaching and Mentoring. Staff will be supported to develop a positive orientation to professional learning as reflective practitioners and will be empowered to take ownership and responsibility for their professional learning and development.

We strive to embed the voice of students (for example, through My Voice, iKnow My Class Surveys and student voice and leadership developments) and the active engagement of students in the process of CPD and staff professional learning.