

Job Description

Job Title:	Vice Principal
Location:	Hamford Primary Academy
Hours of work:	Full time, Permanent
Reports to:	Principal

Purpose of the Role:

The Vice Principal, under the direction of the Principal, will take a major role in:

- Formulating the aims and objectives of the school with the Principal
- Establishing policies for achieving these aims and objectives and drive the vision at Hamford
- Managing staff and resources to that end in line with the School code of conduct and Professional Teacher standards
- Monitoring progress towards the achievement of the school's aims and objectives
- Deputise for the Principal in his absence

Responsibilities:

Qualities and knowledge

Under the direction of the Principal:

- Support with the day-to-day management of the school
- Communicate the school's vision compellingly and support strategic leadership
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context
- Seek training and continuing professional development to meet own needs

Pupils and staff

Under the direction of the Principal:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Ensure excellent teaching in the school, including through training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice
- Contribute, challenge and encourage school development discussions in ELT and staff CPD meetings

Systems and processes

Under the direction of the Principal:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing and maintaining exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the Professional Governing Board and PCAB (Parent and Community Advisory Board) as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school
- Lead, support and develop the effectiveness of EYFS and KS 1 through modelling proven strategy into practice
- Coordinate the Weekly Comms board and planning of the release timetable, ensuring classes have adequate cover, sickness cover is planned for and resources are deployed effectively

The self-improving school system

Under the direction of the Principal:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals throughout the school, AET, Essex Local Authority and other external agencies
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Increasing the capacity, effectiveness and improvement of Leadership across the school.
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education
- Responsible for the day-to-day communication, organisation and decision making processes at a growing school.
- Work alongside the safeguarding team, communicating with parents, pupils and school staff in ensuring best practice and high standards are adhered to in keeping children safe

Additional Responsibilities

1. To meet the needs of all groups of children represented in school, such as PPG, EAL, SEN, G&T and vulnerable children.
2. To support and underpin safeguarding, pastoral care, discipline and guidance for the pupils in school.
3. To help organise and participate in educational visits for pupils to enrich the curriculum.
4. To liaise with other schools and contacts, both within AET and other teaching communities to ensure benchmarking and best practice.
5. To participate in the school's performance management arrangements as outlined in the policy.
6. To lead, participate and attend staff meetings and INSET days, standards meetings and other CPD sessions as required.
7. To support and lead regular performance management conversations with all staff.
8. To contribute to sending out regular information to parents regarding classroom practice and or duties, e.g. newsletter, home school agreement, letters etc.
9. To participate in the school's process of self-evaluation and continuous improvement.
10. To undertake further training and professional development opportunities to keep up to date with best practice.
11. To contribute to assemblies and such events.

The Vice Principal will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Vice Principal will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal.

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
2. This job description allocates 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.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Person Specification

Job Title: Vice Principal

General heading	Detail	Essential requirements:	Desirable requirements:	How Identified
Qualifications	Qualifications required for the role	<ul style="list-style-type: none"> ▪ Qualified teacher status ▪ Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning ▪ Ability to identify own learning needs and to support others in identifying their learning needs 	<ul style="list-style-type: none"> ▪ Postgraduate level qualification ▪ NPQH award or MA ▪ Experience of working with other schools/organisations/agencies ▪ Experience of leading/coordinating professional development opportunities 	Interview App. Form Certificates
Knowledge and Experience	Specific knowledge/experience required for the role	<ul style="list-style-type: none"> ▪ Proven experience of leading curriculum subject areas ▪ Substantial, successful teaching experience at good and outstanding level ▪ Successful experience in a leadership and management role ▪ At least 5 years successful teaching experience in the primary age range ▪ Teaching experience; particularly EYFS, KS 1. 	<ul style="list-style-type: none"> ▪ Curriculum leadership in one or more core subjects ▪ Experience of teaching in more than one school ▪ Experience of managing a mixture of form entry ▪ Experience as DH 	Interview, App. Form References, Lesson Obs.
Strategic Leadership		<ul style="list-style-type: none"> ▪ Ability to articulate and share a vision of primary education within the context of the school's vision and values ▪ Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school ▪ Evidence of successful strategies for planning, implementing, monitoring and 	<ul style="list-style-type: none"> ▪ Knowledge of the role of the governing body ▪ Evidence of having successfully translated vision into reality at whole school level ▪ Knowledge of the capability process, support planning and performance 	Interview App. Form References Lesson Obs.

		<p>evaluation school improvement</p> <ul style="list-style-type: none"> ▪ Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these ▪ Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils ▪ Understanding of and commitment to promoting and safeguarding the welfare of pupils 	management processes	
Teaching and Learning		<ul style="list-style-type: none"> ▪ A secure understanding of the requirements of the National Curriculum and Early Years development ▪ Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils ▪ A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning ▪ Experience of effective monitoring and evaluation of teaching and learning ▪ Secure knowledge of statutory requirements relating to the curriculum and assessment ▪ Understanding of the characteristics of an effective learning environment and the key 	<ul style="list-style-type: none"> ▪ Understanding of successful teaching and learning across the entire curriculum across all key stages ▪ Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management ▪ Whole school curriculum leadership ▪ Promoting SMSC of pupils across the curriculum 	Interview App. Form References

		elements of successful behaviour management		
Leading and Managing Staff		<ul style="list-style-type: none"> ▪ Experience of working and leading staff teams ▪ Ability to delegate work and support colleagues in undertaking responsibilities ▪ Experience of performance management and supporting the professional development of colleagues ▪ Understanding of effective budget planning and resource deployment ▪ Leadership of middle management / phase leaders 	<ul style="list-style-type: none"> ▪ Experience of working with governors ▪ Successful involvement in staff recruitment, appointment/induction, ▪ Understanding of how financial and resource management enable a school to achieve its educational priorities ▪ Safer recruitment trained 	Interview App. Form References
Skills, Qualities & Abilities		<ul style="list-style-type: none"> ▪ Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors, ▪ Experience of effective whole school self-evaluation and improvement strategies ▪ Ability to provide clear information and advice to staff and governors ▪ Secure understanding of current practice in performance management, support planning and capability procedures 	<ul style="list-style-type: none"> ▪ Experience of presenting reports to governors ▪ Understanding the criteria for the evaluation of finance and budgets ▪ Leading sessions to inform parents ▪ Experience of offering challenge and support to improve performance ▪ Experience of Managing colleagues with support plans and the capability process 	Interview App. Form References
Skills, Qualities & Abilities		<ul style="list-style-type: none"> ▪ High quality teaching skills ▪ Strong commitment to the mission statement 	<ul style="list-style-type: none"> ▪ Advanced ICT skills ▪ Knowledge of Google drive, gmail, hangouts 	Interview App. Form References

		<ul style="list-style-type: none"> ▪ High expectations of pupils' learning and attainment ▪ Strong commitment to school improvement and raising achievement for all ▪ Ability to build and maintain good relationships ▪ Ability to remain positive and enthusiastic when working under pressure ▪ Ability to organise work, prioritise tasks, make decisions and manage time effectively ▪ Empathy with children ▪ Good communication skills ▪ Good interpersonal skills ▪ Stamina and resilience 	and the full google suite available	
References		<ul style="list-style-type: none"> ▪ Positive recommendation in professional references ▪ Satisfactory health and attendance record ▪ Professional references without reservations. 	<ul style="list-style-type: none"> ▪ Strong positive examples of leadership impact 	Interview App. Form References
Special Requirements		<ul style="list-style-type: none"> ▪ Successful candidate will be subject to an enhanced Disclosure and Barring Service Check ▪ Right to work in the UK ▪ Evidence of a commitment to promoting the welfare and safeguarding of children and young people 		