MOSSBOURNE FEDERATION

Job title:	Associate Vice Principal	Salary:	Competitive	Contract term:	Permanent

Responsible to:	Principal	Responsible for:	Responsibilities to be defined dependent upon candidate skillset

Mossbourne Federation

The Mossbourne Federation is the realisation of Sir Clive Bourne's dream to provide the children of Hackney with an outstanding education. Since 2004 the Federation has nurtured Sir Clive's dream by fostering kind, courteous, hard-working and well-rounded learners by providing an outstanding education based on the core values of 'Excellence', 'No Excuses' and 'Unity'. Through upholding these core values, Mossbourne will be the first academy federation whose schools are without exception, exceptional.

The Federation's calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning within The Mossbourne Federation.

The Mossbourne Federation comprises four academies: Mossbourne Community Academy (secondary and which includes The Mossbourne Federation Sixth Form), Mossbourne Victoria Park Academy (secondary), Mossbourne Parkside Academy (primary) and Mossbourne Riverside Academy (primary).

Mossbourne Parkside Academy

At Mossbourne Parkside Academy (MPA) we continue to build on The Mossbourne Federation ethos of exceptional education for all of our pupils. With learning at the heart of everything we do, MPA continues to raise expectations and achievement in Hackney and its neighbouring boroughs with the belief that all pupils can fulfil their true potential. Our pupils receive great lessons and enjoy a vibrant curriculum. Our outstanding teaching staff provide pupils with a happy and caring learning environment and have high expectations for behaviour and manners throughout the academy.

Associate Vice Principal

The Academy is looking for an outstanding leader to join the Senior Leadership Team. As a senior leader, you will be a driving force in maintaining and sustaining high standards throughout the Academy. The role is both demanding and rewarding and requires an outstanding leader who is robust, rigorous, pays close attention to detail and has superb communication and interpersonal skills. They will demonstrate the commitment to making a significant contribution to the strategic development of the Academy moving forward.

The successful applicant will be passionate about education. They will be well organised and willing to go the 'extra mile' and will be focussed on the attainment of all pupils. They will hold Qualified Teacher Status (QTS) and have a proven track record of successful leadership and excellent classroom practice across all age ranges.

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Key Accountabilities

Classroom Teacher Responsibilities:

1. To teach a class at any level throughout the Academy
2. To be a committed and active member of the staff team and Academy community
3. To share the planning within a specified year group and to prepare and evaluate activities that lead to the effective education of the pupils in your charge, through half-termly, weekly and daily plans
4. To liaise effectively with appropriate teachers when providing cover for your class, including internal cover for course attendance and PPA release
5. To maintain effective records of pupil progress of the assigned class, including groups and individual pupils, using teacher assessment and any other agreed system
6. To ensure the good behaviour of all pupils in the Academy, supporting whole Academy procedures, especially those in your care
7. To be committed to the maintenance of high standards and equality of education throughout the Academy
8. To follow the agreed Academy procedure for the display and presentation of pupils' work, ensuring that appropriate support staff are briefed fully regarding the presentation of a display should you decide the need for one
9. To meet and inform parents of their children's progress, attitudes, attainment and targets through formal and informal meetings, both before, during and after Academy
10. To become a lead member of a curriculum development team as part of the planned programme of professional development meetings
11. To promote the vision, aims and values of the Academy and to contribute to their development
12. To play a full part in the life of the Academy including staff meetings and briefings, INSET, assemblies, liaising with key stakeholders and Academy policy making
13. To participate fully in the Academy self-evaluation process including lesson observations and other appropriate evaluative activities (such as work and planning samples, moderation etc)
14. To implement all Academy policies, promoting equal opportunities for all

To undertake any other particular duty reasonably assigned by the Principal from time to time.

Leadership Responsibilities:

You have overall responsibility of standards across all aspects of your area of responsibility that include the pupils, staff and parents.

You are accountable for the quality of education and experience of school life that each pupil encounters on a daily basis.

1. To be accountable for the success of the area of responsibility you lead on
2. To be responsible for specific termly projects and the evaluation of them
3. To take a leadership role in school self-evaluation
4. To ensure that all Academy policies and procedures are complied with
5. To set high expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching
6. To ensure effective co-ordination of team planning, preparation and assessment, ensuring
7. that all members of staff play an equal and equitable role
8. To ensure effective methods of internal communication exist within the team and to be the first point of contact
9. To liaise effectively with other members of staff, including subject leaders, support staff, advisers, governors and parents
10. To ensure effective communication exists with parents, including letters home about productions, visits, assembly dates etc.

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11. To assume responsibility for all matters relating to health and safety, including risk assessments and educational visits
12. To take overall responsibility for the organisation and delivery of enrichment activities, including trips, after school clubs and other creative activities, taking into account the Every Child Matters outcomes
13. To be responsible for all matters relating to behaviour and discipline within your area of responsibility, ensuring that correct behaviour management procedures are followed
14. To investigate and report to the leadership team that outcomes of investigations into unacceptable behaviour
15. To be aware of the pastoral needs of children and ensure that appropriate support is put into place
16. To meet with parents whose pupils are experiencing behaviour difficulties as per the behaviour management policy
17. To ensure all new staff are inducted, and receive a copy of the staff handbook and other key documents, in particular ensuring they are aware of expectations, including the school aims and vision
18. To provide support and advice for any new teachers, including students, volunteers and visitors
19. To be responsible for the deployment of resources, including paper distribution, exercise books, pencils, pens etc.
20. To liaise with the SENDCo to ensure that all support staff are deployed effectively in accordance with school policies
21. To ensure all appropriate assessment arrangements are in place, including SATs, optional SATs and end of unit assessments
22. To ensure all end of year arrangements are in place
23. To attend phase team meetings as required, ensuring the outcomes of the meetings are fed back to the phase team and other appropriate members of staff
24. To be responsible for all other matters relating to the smooth running of the team and the Academy
25. To lead by example and to express continually the school vision, values, aims and priorities of the school
26. To contribute to management decisions on all aspects of policy, strategy, development and organisation
27. To evaluate the effectiveness of the school in terms of overall provision, including pupil achievement, attainment and teaching and learning
28. To maintain and develop effective relationships with all stakeholders, including parents, governors, local authority and other bodies outside the school
29. To share responsibility for the school in the absence of the Principal, Vice Principal and other Associate Vice Principals
30. To attend leadership team meetings as required and to report to staff and governors as necessary

The duties and responsibilities of the post may vary from time to time according to the changing needs of the Academy.

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Person Specification				
Essential [E] or Desirable [D]	**Requirements**	**Assessment Criteria**		
		Interview	**Application form**	**Task**
Qualifications				
E	Educated to degree level	✓	✓	
E	Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS	✓	✓	
Experience				
E	Must have taught in Key stage 1 or 2	✓	✓	✓
D	Will have demonstrable experience of teaching in a multicultural inner city environment	✓	✓	✓
Professional Knowledge and Understanding				
E	Must understand the expectations in the new Ofsted Framework regarding effective learning and teaching	✓	✓	✓
E	Must have a sound knowledge of the National Curriculum Orders for all subjects for both Key Stages	✓	✓	✓
E	A sound knowledge and understanding of the Foundation Stage Curriculum (if applying for a Foundation Stage post)	✓	✓	
E	A good understanding of the National Primary Strategy	✓	✓	
E	An excellent understanding of curriculum and pedagogical issues relating to learning and teaching, including the latest inspection and research findings	✓	✓	
D	Familiarity with Key Stage 1 and 2 Standardised Attainment Tests	✓	✓	
D	Understanding of and commitment to the academy policies, in particular: • Participation and implementation of the academy Behaviour Policy • Commitment to and implementation of the academy 's safeguarding children policy • Awareness of Health and Safety implementation in the work place • Implementation of the academy Equal Opportunities Policy	✓	✓	
E	Must understand the contribution of EMA work in a primary academy and what constitutes good practice and support for bilingual learners	✓	✓	

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E	Knowledge of effective strategies to include, and meet the needs of all pupils, in particular underachieving groups of pupils, pupils with EAL and SEN	✓	✓	
E	Familiarity with writing and delivering effective Individual Education Plans for pupils with SEN	✓	✓	
Professional Skills & Abilities				
E	A good classroom practitioner willing and able to teach a class in either key stage as deemed necessary	✓	✓	
E	A teacher with good ICT knowledge and skills relating to the class teaching, able to demonstrate the effective use of ICT to enhance teaching and learning	✓	✓	✓
E	Must be able to plan lessons effectively for all the pupils in a class, setting clear learning intentions and differentiated tasks	✓	✓	✓
E	Must be able to keep records of pupil progress in line with academy policy	✓	✓	✓
E	Must be able to use assessments of pupils learning to inform future planning	✓	✓	✓
E	Ability to plan and work collaboratively with colleagues	✓	✓	✓
Behavioural Competencies				
E	Must be willing and enjoy engaging parents in order to encourage their close involvement in the education of their children	✓	✓	✓
E	A teacher with a flexible approach to work who enjoys being a good team member	✓	✓	✓
E	Must have good oral and written communication skills	✓	✓	✓
E	Must be able to manage own work load effectively and respond swiftly to tight dead lines	✓	✓	✓
E	Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships	✓	✓	✓
E	Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	✓	✓	✓
E	Willingness, and ability, to contribute to whole academy INSET	✓	✓	✓
E	Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others	✓	✓	✓
E	To practice equal opportunities in all aspects of the role and around the work place in line with policy	✓	✓	✓

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E	To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post	✓	✓	✓
Applicable to all staff				
E	Undertake training as required to so in order to fulfil the requirements of the role	✓	✓	✓
E	Genuine interest in the education of young people and ability to contribute more widely to the life and community of the Federation	✓	✓	✓
E	Support Mossbourne's efforts both verbally and non-verbally (i.e. via actions and attitude), including adjusting performance and practice in accordance with Mossbourne's initiatives and findings	✓	✓	✓
E	Recognise your role as part of the succession of Mossbourne	✓	✓	✓
E	Play an active role in terms of Safeguarding all students and adults	✓	✓	✓

Mossbourne Federation reserves the right to modify the above contents in order to ensure the needs of the Federation and the students are being met. The above list is not a comprehensive list; it simply outlines the expectations for this role. Mossbourne Federation provides equal employment opportunities to all employment applicants and employees without regard to race, colour, religion, gender, sexual orientation, national origin, age, disability or status. This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.