



Waingels

Job Description - Vice Principal

**Raising Achievement – Teaching and Learning -
Curriculum**

Leadership L21 to L25

The Vice Principal will motivate and inspire students, staff, parents and carers and the wider community to ensure every student achieves his or her full potential and is equipped to take advantage of a range of opportunities.

The Vice Principal will work with the Principal, Governing Body and the wider community to provide professional leadership, vision and direction for the school. The Vice Principal will establish a culture that promotes excellence, equality and high expectations for all.

Overall purpose:

The Vice Principal will:

- Be a member of the school's Leadership Team
- Assist the Principal in leading and managing the school
- Undertake such duties as are delegated by the Principal
- Play a major role, under the overall direction of the Principal and in collaboration with all members of the Leadership Team, in formulating and reviewing the school's Strategic Plan and its aims and objectives by:
 - Establishing the policies through which they shall be achieved
 - Leading and managing staff and resources to that end
 - Monitoring progress towards their achievement
 - Contributing to quality assurance and self-evaluation

The Vice Principal will be responsible for providing professional leadership which:

- Sustains the school's continuing improvement
- Secures a high quality education for all its students and enables them to achieve their full potential in terms of academic, spiritual, moral, social, emotional and cultural development
- Forges further collaboration and partnership across local networks.

Specific Areas of Responsibility: Teaching and Learning

- To lead the development, organisation and implementation of the school's curriculum
- To monitor and evaluate the quality of teaching and learning across the school
- To ensure that new teachers are supported and undertake an effective induction process
- To ensure that support is provided for individual teachers, where this is needed, to ensure their lessons consistently meet teacher standards
- To demonstrate and articulate consistently high expectations of pedagogy and classroom practice to provide challenge and improvement
- To organise and lead the whole school calendar of quality assurance activities
- To deliver whole school training and lead whole school teaching and learning initiatives
- To lead key post holders and support Heads of Subjects in improving the quality of teaching and learning
- To liaise with external partners and stakeholders

Additional areas may be directed by the Principal

Curriculum Development

- Monitor the quality of the curriculum. Implement and sustain effective monitoring and observation systems

- Lead, motivate, support, challenge and develop staff to secure curriculum improvement.
- Manage, monitor and review the range, quality, quantity and use of all curriculum resources in order to improve the quality of education, and improve students' achievements.
- Provide information, objective advice and support to the governors to enable it to meet its responsibilities.
- Present a coherent and accurate account of the school's performance in forms appropriate to a range of audiences including governors, partner schools, parents/carers and Ofsted.
- Create an ethos, curriculum and educational direction which secures sustained improvement in students' spiritual, moral, social and cultural development so preparing them for opportunities, responsibilities and experiences in adult life.
- Develop effective strategies for transition from KS3 to KS4 and KS4 to KS5.
- Monitor, evaluate and review the effects of KS3 policies, priorities and targets of the school in practice, and take action as necessary.

The Management of Staff

- To be responsible for the line management and performance management of specific subject leaders as directed by the Principal.
- To participate in the recruitment and development of teaching and non-teaching staff of the school.
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures.
- To provide professional advice and support and identify training needs as appropriate.

Class Teacher Responsibilities

- To carry out duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
- To carry out the duties of a general class teacher as detailed in the school's class teacher job description.

Strategic direction and continuous improvement:

The Vice Principal will:

- Work with the Principal to develop and sustain a challenging and clearly articulated vision for the school, which sets high standards for all students and which is understood, shared and acted upon effectively by students, staff and the Governing Body
- Seek to ensure that the vision underpins the strategic direction of the school and forward planning at all levels
- Work within the school community to translate the vision into agreed priorities, action plans and demanding goals and targets aimed at maximising every student's personal progress and achievement, whilst promoting ongoing school improvement
- With the Principal, ensure that plans resulting from the strategic direction agreed for the school are rigorously appraised and result in courses of action that are competently implemented and thoroughly embedded
- Ensure that planning takes account of the values and experience of the school and its wider community, whilst taking full advantage of local and national circumstances, both known and anticipated, in order to nurture the continuing development of an exciting learning environment appropriate to 21st century learners
- With the Assistant Principal for Safeguarding, ensure that, in its strong support of the pastoral and welfare needs of every student, the school remains fully committed to safeguarding and works effectively with relevant agencies to this end.

Person Specification

Training and Qualifications:

	Essential	Desirable
Qualified Teacher Status (QTS)	✓	
Experience of two schools		✓
Degree	✓	
Higher Degree		✓
Post-entry qualification		✓
Recent participation in a range of In-service	✓	

Experience of successful teaching, leadership and management:

	Essential	Desirable
Success in a significant leadership role	✓	
Experience in the leadership of whole school initiatives		✓
Experience of successful teaching in more than one Key Stage	✓	

Professional Knowledge, Qualities and Abilities:

Knowledge

	Essential	Desirable
Strategic planning processes		✓
Leading change, creativity and innovation		✓
Strategies for improving behaviour and attendance	✓	
Models and principles of promoting positive behaviour management and attendance	✓	
Strategies for ensuring inclusion, diversity and access		✓
The relationship between managing performance, CPD and sustained school improvement	✓	
Principles and models of self evaluation	✓	
Principles and strategies of school improvement	✓	
The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance.	✓	
The work of other agencies and opportunities for collaboration		✓

Personal Qualities and Abilities:

	Essential	Desirable
Collect and use a rich set of data to understand the strengths and weaknesses of the school	✓	
Inspire, challenge, motivate and empower others to carry the vision forward	✓	
Model the values and vision of the school	✓	
Demonstrate personal enthusiasm for and commitment to the learning process	✓	

Demonstrate the principles and practice of effective learning and teaching	✓	
Acknowledge excellence and challenge poor performance	✓	
Foster an open, fair, equitable culture and manage conflict	✓	
Develop, empower and sustain individuals and teams	✓	
Challenge, influence and motivate others to attain high goals	✓	
Accept support from others including colleagues, governors, and the LA	✓	
Prioritise, plan and organise themselves and others	✓	
Think creatively to anticipate and solve problems	✓	

Strengthening the Community

	Essential	Desirable
Collaborate with the local community to ensure the school is an effective part of the community		✓
Collaborate and network with local and feeder schools		✓
Recognise and take account of the richness and diversity of the school's communities	✓	
Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all students	✓	

Other Requirements:

	Essential	Desirable
Application forms should be completed in full	✓	
Curriculum Vitae should be clear and concise	✓	
Underpinned by an overall philosophy for education	✓	
Address the criteria identified in the person specification	✓	

Confidential References and Reports:

	Essential
Written reference(s) only, will be considered	✓
References will confirm professional and personal knowledge, skills and abilities as referred to above	✓
One of the references to include current Headteacher	✓
Positive recommendations, without reservation, from referees	✓
Satisfactory health and attendance record	✓