



Oak Hill Academy West London
an Aspirations Academy



Oak Hill Academy West London
Vice Principal
KS2
(Leadership Scale 13 to 17 - Outer London)



Aspirations Academies Trust
in association with Quaglia Institute



Welcome to Oak Hill Academy West London

Oak Hill Academy is a good school where: “Pupils personal development behaviour and welfare are outstanding. Pupils have excellent attitudes in the way they approach their learning” Ofsted January 2017.

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

Oak Hill Academy is a four form entry junior Academy serving the diverse community of Feltham, Hounslow in West London. We are a thriving, popular Academy with enthusiastic children who are talented, very well behaved and keen to learn. Our staff are a dynamic team who are all highly motivated professionals.

We are seeking to appoint an experienced, self-motivated 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 children.

We offer excellent opportunities for 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:**

Mrs Rachael Saim, Principal
Tel: 0208 890 4560
e-mail: ohaprincipal@oakhill-aspirations.org

Closing date for applications: Monday 29th January 2018

Interviews will be held on: Monday 26th February 2018

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!



Person Specification for the Vice Principal Role

ESSENTIAL	
Qualifications	<ul style="list-style-type: none"> • QTS (Primary age range) • Degree level (or equivalent) qualification • Further evidence of recent relevant professional qualifications; leadership development is highly desirable
Experience	<ul style="list-style-type: none"> • Previous experience of leading and managing staff as a middle or senior leader in a whole school context • Significant experience of leading and supporting staff development to improve teaching and learning
Leadership Knowledge, Skills and Abilities	<ul style="list-style-type: none"> • Understand and demonstrate the significant contribution required at a senior level in order to be a successful Vice Principal • Be an outstanding classroom practitioner • Understand, lead and manage the National Primary Curriculum at Key Stage 2 • Lead and support all staff in understanding and recording individual pupils' attainment and progress data • Possess the analytical skills to be able to evaluate whole school and vulnerable group pupil data then strategically plan for improvement • Evidence of being an outstanding classroom practitioner • Understanding of how to effectively manage change • Experience of effectively managing other staff • Ability to successfully lead whole school curriculum development innovative learning and teaching • Experience of leading effective appraisals of all staff (teaching and non-teaching) • Evidence of leading on the professional development of other staff • Lead and develop effective teamwork and be able to contribute effectively to create cohesive teams • Advocate inclusion for all with a clear understanding of how to attain depth and greater depth outcomes • Build on good practices and know how to move the school forwards with vision and vigour
Personal and Professional Attributes	<ul style="list-style-type: none"> • Demonstrate high expectations of self and all • Build and maintain professional relationships with all children, staff, parents and governors through effective interpersonal skills and empathy • Ability to communicate professionally and effectively both orally and in writing to a wide range of different audiences - e.g. staff, pupils, parents and governors, external agencies • Ability to inspire, challenge and motivate and empower others • Think creatively to anticipate and solve problems • Think strategically and contribute to the creation of a coherent school improvement vision • Role model the Academy Code of Conduct to all staff



Oak Hill Academy Vice Principal Job Description

Relationships

Responsible to: The Principal

Responsible for:

- Staff
- Pupil Outcomes, Attendance and Behaviour
- Curriculum Development
- Teaching and Learning
- Assessment and Raising Standards across KS2

Responsible for maintaining important internal and external professional relationships with:

- Pupils and parents
- All members of the teaching and support staff
- The Senior Leadership Team (SLT)
- The Local Advisory Board (LAB)
- The Wider Aspirations Academies Trust
- Key professionals, e.g. those working for the Local Authority, Health Service, professional bodies and other local schools

The Vice Principal will support the Principal with the responsibility for running Oak Hill Academy and will be dedicated to achieving and maintaining the highest possible standards.

The post holder will be required to work as part of the Senior Leadership Team alongside the:

- Principal
- Assistant Principal for Teaching and Learning
- Assistant Principal Responsible for Inclusion and SEND
- School Business Manager

This is a non-classed based post, however, the successful candidate will have some designated teaching duties e.g. release time for Year Team Leaders, occasional class cover as required, Year 6 booster classes etc.



Leadership Skills and Abilities

- To be an Ambassador for Oak Hill Academy and the wider Aspirations Trust
- To lead colleagues on a professional level in order to promote a mutual understanding of the vision and values of the Academy and the wider Aspirations Trust
- 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. 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 maintain and further develop a successful partnership between staff, parents, pupils and the community
- To role model the Academy's Code of Conduct to wider staff

Specific Responsibility 1: Curriculum and Standards

- To ensure successful whole school curriculum leadership
- To develop and lead INSET as required for all staff
- To develop innovative Teaching and Learning across the school and share with the wider Aspirations Academy Trust
- 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 curriculum performance, progress data outcomes and actions to secure improvements comparable to Primary National Standards
- Liaise with and support the development of subject leaders 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 strategic 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 Advisory Board (LAB) and SLT as required on matters relating to the curriculum

Specific Responsibility 2: Assessment, Progress and Attainment

- Be involved and lead staff using systems for recording individual pupil progress and when collecting specialist assessment data termly/annual
- Lead and use Information Technology to improve systems to raise pupil achievement
- 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 and progress is maintained by providing a model of high quality teaching and learning for all staff
- 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 for the progress and academic attainment of the children in their class/year group

Specific Responsibility 3: Teaching and Learning

- Take the lead alongside the Assistant Principal for Teaching and Learning, as an exemplary teacher and as a manager, achieving high standards of pupil attainment, behaviour and motivation through Quality First Teaching
- Set high expectations for your own teaching performance and that of others
- Monitor the quality of teaching and learning with senior leaders and wider Aspirations staff during review weeks
- 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 all 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
- Be available, as needed, for parents and pupils to discuss their academic work and social concerns in accordance with the appropriate lines of communication in operation

General Responsibilities: Performance Management and Appraisal

- Work alongside the Principal to secure improvement through Performance Management and Appraisal procedures; take responsibility for the management and appraisal of identified staff across each academic year
- Support staff to meet personal and professional targets

Strategic Direction and Development

- Fully support the aims, vision, ethos and policies of the Aspirations Academies Trust and Oak Hill 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 all 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 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
- Contribute to the school Self Evaluation Framework (SEF) and Strategic Plans

Professional Standards of Leadership

- Ensure the highest standards of professional conduct and confidentiality at all times. Set a good example in terms of professional dress, punctuality and attendance
- Support the Principal and the West London Director of Education in overseeing all aspects of Academy organisation and cross Academy 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 pupil 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

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 and meetings/ INSET days



- 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
- Step up and act as Acting Principal when the Principal is not on site
- Undertake any other reasonable professional task as directed by the Principal
- Step up as Principal in the absence of the Principal as necessary

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.



The Aspirations Academies 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 and Excitement, Curiosity and Creativity, Spirit of Adventure, Leadership and 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 and Middle Leadership Training, Aspirations Training - Level 1 and 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 pupils and staff (for example, through My Voice, iKnow My Class Surveys, staff surveys and our original Aspirations Children's Parliament) and the active engagement of pupils in the process of CPD and staff professional learning.