



JOB DESCRIPTION

Job Title: **Vice Principal**

Employer: **University of Brighton Academies Trust**

Academy/Department: **Based at Lindfield Primary Academy or Blackthorns Community Primary Academy with cross academy working**

Location: **On-site**

Grade: **Leadership Pay Range – 14-18**

Responsible to: **Principal and School Improvement Executive, Blackthorns Community Primary Academy and Lindfield Primary Academy**

PURPOSE OF THE ROLE

- To deputise for the Principal as and when required
- As a member of the leadership team, contribute to the implementation of the academy vision and the strategic plan to ensure continuous improvement across all areas of the academy
- To contribute to the leadership and development across all aspects of the academy
- To monitor, support, challenge and hold to account staff in their day-to-day working and forward planning
- To work closely with the School Improvement Team to, when required, support aspects of the Trust wide strategic plan.

KEY RESPONSIBILITIES

1. Leadership

- 1.1. Support and secure the commitment of all shareholders to the vision, ethos and policies of the academy and promote high levels of achievement in the academy;
- 1.2. Support the creation and implementation of the academy strategic planning and to take responsibility for appropriately delegated aspects of it;
- 1.3. Support all staff in achieving the priorities of the academy strategic plan and monitor their progress against targets set;
- 1.4. Lead assessment procedures including target setting, SATs arrangements and reporting to outside agencies;

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- 1.5. Lead the organisation and implementation of the curriculum and its assessment, with the support of the Principal. Monitor and evaluate the impact of the curriculum on pupils' knowledge, in order to identify and act on areas for improvement;
- 1.6. Support the evaluation of the effectiveness of the academy policies and developments and analyse their impact on the academy;
- 1.7. Ensure that parents are well informed about the curriculum, targets, pupil's progress and attainment;
- 1.8. Provide leadership, professional support and guidance for staff, ensuring that all are treated fairly, equitably and with dignity and respect to create and maintain a positive culture;
- 1.9. Act as named DSL for the academy and be responsible for the safeguarding and wellbeing of pupils. Keep up to date with current relevant legislation;
- 1.10. Provide high-quality guidance and support for pupils within the academy through effective leadership and management.
- 1.11. Lead the support and induction in place for newly qualified teachers, student teachers, teachers and teaching assistants who may be new to the academy;
- 1.12. To develop and maintain positive and effective professional relationships with colleagues, parents and the local community and Local Board members
- 1.13. Support School Improvement with Trust Wide Strategic projects as required

2. Teaching & Learning

- 2.1. Be responsible for the development and monitoring of the teaching and learning provision throughout the academy, liaising appropriately with leaders, support staff and class teachers;
- 2.2. Be responsible for ensuring that improvements in English and Maths are priority targets for all pupils;
- 2.3. Be responsible for ensuring that improvements in the teaching of the wider curriculum enable pupils to know more and remember more;
- 2.4. Support the Principal in establishing a learning environment that supports metacognition so that pupils are able to learn more effectively and with increasing independence;
- 2.5. Be responsible for the pastoral care of pupils in groups/classes when teaching, promoting self-discipline and good behaviour at all times in accordance with academy policies;
- 2.6. Support the Principal in the monitoring of the quality of teaching and pupil's achievements across the academy, including analysis of performance data;
- 2.7. To ensure that pupils acquire the skills they need to secure their well-being, evidenced in improved pupil outcomes;
- 2.8. Use positive management of behaviour in an environment of mutual respect that allows pupils to feel safe and secure and promotes their self-esteem;

3. Leading and Managing Staff

- 3.1. Support the Principal in developing positive working relationships with and between all pupils and staff;
- 3.2. Support the professional review process as required and use the process to develop personal and professional effectiveness, leading development activities and evaluate the outcomes;
- 3.3. Ensure the Principal and Trust are well informed about policies, plans, priorities, success in meeting objectives, targets, and any future development needs;

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- 3.4. Support colleagues to be successful in their own leadership role through mentoring, coaching and line management;

4. Effective Deployment of Staff and Resources

- 4.1. Sub Responsibilities Description

5. Responsibilities Heading

- 5.1. Support the Principal in the appointment and deployment of staff and support those staff in their duties;
- 5.2. Work with the Principal in establishing priorities for expenditure, and in monitoring the effectiveness of spending and usage of resources;
- 5.3. Assist the management and organisation of relevant groupings of pupils to ensure effective teaching and learning takes place and that pupil's personal development needs are met;
- 5.4. Lead the academy effectively in the Principal's absence;

6. General

- 6.1. To carry out all activities in such a manner that data protection requirements are met and are in line with the Trust and Academy's policies for Health & Safety, and Equal Opportunities;
- 6.2. Take on specific or additional tasks related to the day to day administration and organisation of the academy as requested by the Principal;
- 6.3. Engage with appropriate training opportunities to promote professional effectiveness in this role;

PERSON SPECIFICATION

	Essential	Desirable
Professional and/or Technical Qualification	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of further professional development 	
Experience	<ul style="list-style-type: none"> • Experience as a class teacher in at least one Key Stage of primary education • Evidence of being an excellent classroom practitioner in a primary school. • Experience of working as a middle or senior leader in a primary school. • Planning for and teaching an assigned class of pupils within the statutory requirements of the National Curriculum • Meeting statutory requirements in the recording of pupils' progress and attainment • Liaising with parents/carers, other schools, outside agencies and the community • Maintaining a well organised and stimulating environment in which all 	<ul style="list-style-type: none"> • Experience of working in more than one key stage • Experience of working in more than one educational setting • Line Management of support staff • Experience of working with governors to enable them to fulfil whole school responsibilities • Successful involvement in staff recruitment, appointment/induction, • Understanding of how financial and resource management enable a school to achieve its educational priorities • Experience of ensuring the smooth day-to-day running of

	<p>pupils are encouraged to learn with confidence and high self esteem</p> <ul style="list-style-type: none"> • Familiarity with subject-specific health and safety requirements, where relevant, and the ability to plan lessons to avoid potential hazards • Experience observing and feeding back to colleagues. 	<p>the school environment and deputising for the headteacher/ principal</p> <ul style="list-style-type: none"> • Experience of cross Trust/academy working
Skills and Competencies	<ul style="list-style-type: none"> • Ability to articulate and share a vision of primary education within the context of the school's mission statement • 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 evaluation school improvement • 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 • The ability to provide professional direction to the work of others • The ability to develop record systems which support the work of school staff • Making appropriate judgements over issues of confidentiality • The ability to contribute to senior team decision-making • The ability to make decisions based on analysis, understanding and interpretation of relevant data and information • The ability to communicate effectively, orally and in writing, to the principal, parents, governors, the University of Brighton Academies Trust and external agencies, including the LA 	<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 characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of pupil achievement, and promoting their spiritual, moral, social and cultural development and good behaviour, and how those strategies can be used to support inclusion for all pupils • Knowledge of the OFSTED framework and the process of inspection

ADDITIONAL INFORMATION

This post will be subject to an Enhanced DBS Check.

This post is exempt from the Rehabilitation of Offenders Act (1974) – Applicants must be prepared to disclose all criminal convictions and cautions, including those that would otherwise be spent under the Act.

The University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

DOCUMENT INFORMATION

This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may, however, be changed or added to as appropriate.

There may also be the need for staff to undertake additional duties from time to time appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

Approval Date: **13.12.2023**