

Vice Principal: Head of Lower School (KS3)

Responsible to: Principal and Governors. Head of Faculty for teaching subject

Salary: L16-L20

School Vision Statement: Teachers, students, and support staff work together to help all of our students achieve highly and make strong progress. Everyone matters and we provide a combination of high expectations, innovative thinking, and support for young people in a caring environment it is an excellent place to learn and work for students and staff. We teach students about the importance and power of hard work and kindness.

Main purpose

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

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- If the headteacher is absent, the Vice Principal will deputise, as directed by the governing board.
- The Vice Principal will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Qualities

The Vice Principal will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

School culture and ethos, behaviour and personal development

The Vice Principal will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Teaching, curriculum and assessment

The Vice Principal will:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum

- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum

Additional and special educational needs (SEN) and disabilities

The Vice Principal will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

Organisational management and school improvement

The Vice Principal will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Professional development

The Vice Principal will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs

Governance, accountability and working in partnership

The Vice Principal will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations

- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

Specific areas of responsibility

Key stage 3 curriculum

The Vice Principal will:

- Create a broad and balanced curriculum offer at key stage 3 which is cost effective and effectively meets the needs of our pupils
- Ensure pupils are exposed to a well sequenced and ambitious curriculum in every subject
- Support subject leaders to effectively monitor the effectiveness of implementation of the curriculum

Delivery of learning and teaching principles at key stage 3

- Effectively support and challenge teaching staff and subject leaders to ensure that there is consistently quality teaching across every subject
- Develop middle leadership to effectively lead and develop the quality of teaching in their subject area
- Lead a robust quality assurance programme which further informs developments in effective teaching
- Lead an effective homework strategy which is consistently adhered to by all

Key stage 3 behaviour and attendance

The Vice Principal will:

- Assess the needs of pupils and identify those most in need of help to overcome barriers to learning, making sure these pupils have individual behaviour and/ or attendance plans
- Support the reintegration of pupils who have been absent due to suspension
- Coach, mentor and empower pupils to be able to make informed choices about their own learning, behaviour and attendance, and to understand the links between these
- Build and maintain productive relationships with all pupils, acting as a role model and mentor
- Plan, deliver, monitor and evaluate the impact of behaviour and attendance interventions, including any support that is provided to pupils through external agencies and partners
- Analyse and report on behavior/ attendance incidents termly, and draw up action plans where needed to address any areas for improvement
- Complete all paperwork linked to role, including permanent exclusions and suspensions, safeguarding, data analysis of behaviour incident logs
- Liaise with governing board as required, such as preparing reports on behaviour and attendance interventions
- Build and maintain positive relations with all parents/carers, particularly those hard to reach, to encourage families to take an active role in pupils' learning

Key stage 3 personal development, SMSC and British values

The Vice Principal will:

- Create and maintain a house system which is the heartbeat of the school; it motivates pupils and staff and participation numbers are high
- Ensure a consistently high-quality tutor programme which develops and prepares pupils for their next steps, including key transition points
- Ensure pupils have opportunities to develop their social, moral, spiritual and cultural knowledge and skills through subject curriculum time and extra-curricular opportunities
- Create opportunities for pupils to engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Designated safeguarding lead and whole school safeguarding

- The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety).
- The DSL will lead a team of deputy DSL's who will collectively advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.
- The DSL will have responsibility for whole school safeguarding procedures including safer recruitment and the single central record.

Line management of a head of faculty

The Vice Principal will:

- Establish clear expectations and constructive working relationships among staff involved with the faculty, evaluating practice and developing an acceptance of accountability
- Ensure pupils are consistently exposed to high quality teaching and enrichment opportunities
- Set expectations and targets for staff in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils, including vulnerable students and those with special educational needs
- Support subject leads in development planning to ensure a culture of continuous improvement
- Ensure that quality assurance processes are used to improve the performance of the department
- Support departmental staff in student disciplinary matters, ensuring the school policies are followed

Line management of Assistant Principals

The Vice Principal may also be required to undertake other reasonable duties as may be requested by the Principal from time to time.

This job description is subject to the general conditions of service for a Vice Principal as set out in the School Teachers' Pay and Condition Document. The job description is based on the National Headteachers Standards.

Person Specification
Job Title: Vice Principal

Selection Criteria	Assessment Method
Qualifications	
Essential: <ul style="list-style-type: none"> ▪ Qualified Teacher Status for secondary education as recognised by the DfE ▪ Honours degree or equivalent ▪ Evidence of further professional development Desirable: <ul style="list-style-type: none"> ▪ Leadership qualification e.g. Masters, NPQSL or NPQH. 	Personnel Record
Experience	
Essential: <ul style="list-style-type: none"> ▪ Successful recent experience of whole school senior leadership as an AP or VP. ▪ Ability to plan strategically and with impact ▪ Experience of leading and managing significant whole school priority. ▪ Proven track record of contributing to sustained school improvement. ▪ Experience and evidence of managing, developing, inspiring and motivating staff. ▪ Demonstratable track record of raising standards. ▪ Experience of leading the management of significant organisational development and change. ▪ Experience of monitoring and evaluating staff and student performance and supporting, challenging and intervening as appropriate. ▪ Experience of presenting high quality, strategic information to governors. ▪ Evidence of commitment to promoting high standards and success in all aspects of subject/role. ▪ Understanding of current issues in education locally, nationally and internationally ▪ Thorough knowledge of the statutory requirements and relevant legislation relating to school leadership and management, including child protection and safeguarding 	Assessment matrix, Selection Panel
Skills & Knowledge	
Essential: <ul style="list-style-type: none"> ▪ Understanding of the bigger picture as well as the operational detail. ▪ Flexibility, adaptability and positivity. ▪ Ability to communicate clearly and unambiguously to a range of stakeholders through both written and oral communication. ▪ Ability to teach outstanding lessons. ▪ Able to maintain good behaviour and discipline to support children’s learning and social development. ▪ Proven ability to drive sustained improvements in teaching and learning. ▪ Highly effective behaviour management and skilful management of complex students. ▪ Ability to translate vision into practical policy, taking ownership. ▪ Ability to earn the respect of students, parents, staff, governors and Trustees. ▪ Ability to establish, monitor and evaluate action plans relating to the improvement of school performance. ▪ Ability to accept challenges and respond positively to feedback. ▪ Proven ability to analyse and interpret student data, set challenging targets, devise and oversee effective intervention strategies and monitor outcomes. ▪ Ability to build, engage, support and motivate high-performing individuals and 	Assessment matrix, Selection Panel

<p>teams.</p> <ul style="list-style-type: none"> ▪ Ability to develop, embed and maintain systems and processes to ensure excellent outcomes for students. ▪ Ability to demonstrate sound organisational skills, work under pressure and determine priorities to meet tight deadlines. ▪ A passionate commitment to championing inclusivity, raising attainment and widening opportunities for disadvantaged, SEND and vulnerable students. ▪ Demonstrates flexibility appropriate to circumstances. 	
Personal Qualities	
<p>Essential:</p> <ul style="list-style-type: none"> ▪ High personal standards of integrity and high expectations of students, staff and self. ▪ Enthusiasm, vision, drive, adaptability, reflectiveness, optimism and resilience ▪ Confident, positive and approachable. ▪ Ability to secure the loyalty and confidence of pupils, staff, parents, governors and other stakeholders. ▪ Ability to create a positive ethos within the organisation. ▪ Commitment to collaborative working. ▪ Commitment to the continuing professional development of self and others within the school. ▪ Role model for students and staff. ▪ A commitment to the Nolan Principles: selflessness, integrity, objectivity, accountability, openness, honesty and leadership. 	<p>Assessment matrix, Selection Panel</p>
Other	
<p>Highly Desirable:</p> <ul style="list-style-type: none"> ▪ The ability to drive performance whilst effectively challenging underperformance. ▪ Commitment to safeguarding children and ensuring all members of the community share that commitment. 	

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Please note that this list of duties 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 Vice Principal may be required to do other duties appropriate to the level of the role.

Notes:

This job description may be amended at any time in consultation with the Vice Principal.

Last review date: November 2021

Next review date: November 2022

Principal's signature: _____

Date: _____

Vice Principal's signature: _____

Date: _____