**JOB TITLE: Vice Principal**

**ACCOUNTABLE TO: Principal and the Governing Body**

**RESPONSIBLE FOR:** Taking full responsibility for the school in the absence of the Principal.Leadership of all teaching and support staff with a specific performance management responsibility

**DATE:** January 2020

### Key Requirements and Accountabilities:

|  |  |
| --- | --- |
| **Qualities and Knowledge** | **Under the overall direction of the Principal:**  Hold and articulate clear values and moral purpose, focused on providing a world class education for the students.  Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students and staff, and towards parents, governors and members of the local community.  Lead by example, with integrity, creativity, resilience, and clarity; drawing on scholarship, expertise and skills, and that of others. |
| **Students and Staff** | **Under the overall direction of the Principal:**  Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students’ outcomes.  Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students’ wellbeing.  Establish an educational culture of ‘open classrooms’ as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.  Support the school ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.  Hold staff to account for their professional conduct and practice. |
| **Systems and Processes** | **Under the overall direction of the Principal:**  Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.  Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.  Take responsibility for promoting and safeguarding the welfare of children and young people within the school.  Use school systems and measures to ensure rigorous, fair and transparent performance management of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice. |
| **The Self-Improving School System** | **Under the overall direction of the Principal:**  Lead and work with the SLT to develop an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.  Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.  Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.  Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people’s lives and to promote the value of education. |
| **Other key accountabilities** | Other key accountabilities will be decided in discussion with the successful candidate to ensure the right person is appointed for Fullbrook. |

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 Standards of Excellence for Principals.

**Person Specification**

The person specification shows the abilities and skills you will need to carry out the duties in the job profile. You should indicate clearly how you meet these requirements with examples of impact when you fill in your application form and supporting statement.

|  |  |  |
| --- | --- | --- |
|  | **Qualifications and experience** | **Essential (E) or Desirable (D)** |
| 1. | Qualified Teacher Status or Qualified Teacher Learning and Skills (QTS or QTLS) (with degree level education or equivalent). | E |
| 2. | Recent senior leadership experience in a relevant sector school. | E |
| 3. | Exemplary classroom practitioner and knowledge of pedagogy. | E |
| 4. | National Professional Qualification for Headship (NPQH) or National Professional Qualification for Senior Leadership (NPQSL) | D |
|  | **Knowledge and skills** |  |
|  | Leadership and Management |  |
| 1. | A good understanding of the current educational landscape, including the national curriculum. | E |
| 2. | A good understanding of whole school issues and planning, monitoring and evaluation. | E |
| 3. | The ability to identify and evaluate data critical to the assessment of the school’s performance and take appropriate action. | E |
| 4. | The ability to maintain good behaviour and discipline to support children’s learning and social development. | E |
| 5. | The ability to communicate effectively in writing and orally to a range of audiences. | E |
|  | Management of Teaching, Learning and Assessment |  |
| 1. | Demonstrate a thorough understanding of the teaching skills required to achieve high standards and experience of raising pupil attainment and ensuring strong pupil progress. | E |
| 2. | Demonstrate an ability to monitor and evaluate the quality of teaching, learning and assessment with a demonstrable impact on improving students’ outcomes. | E |
| 3. | Demonstrate a very good knowledge and understanding of how to provide a broad and balanced education and the widest range of opportunities for all students, including SEND and disadvantaged children, to enable them to achieve their full potential. | E |
|  | Building Partnerships and Developing Self and Others |  |
| 1. | The ability to lead and motivate colleagues including the ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the school community. | E |
| 2. | The ability to work in partnership with Governors, the LA, and other schools. | E |
| 3. | The proven ability to work in partnership with all families to involve them in the education of their children. | E |
| 4. | The proven ability to involve all students in their education and learning. | E |
| 5. | The ability to drive performance whilst effectively challenging underperformance. | E |
|  | Managing the School |  |
| 4. | Commitment to safeguarding children and ensuring all members of the community share that commitment. | A, SS, I |

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an enhanced Disclosure and Barring Service check.