

## **Job Description**

**Post Title:** Vice-Principal (The Hive – SEMH | Behaviour Lead and DDSL)

**Location:** St Giles Spencer Academy

**Salary/Pay Range:** Competitive

**Hours of work:** 32.5 hours per week (full-time)

**Department | Team:** Senior Leadership Team

**Reporting to:** Principal

### **Overall Purpose of Role**

You will be the named Senior Leader for the Hive and have responsibility for leading on SEMH, behaviour and transitions across the two school sites and act as a DDSL. You will have had experience of working with pupils with a range of needs who have EHCPs including pupils who have; autism spectrum conditions, Social, Emotional, Mental Health Needs (SEMH), moderate or severe learning difficulties, or specific learning difficulties, such as speech and language and social, emotional and communication needs and have had previous experience of leadership.

You will work collaboratively with other Senior Leaders and the Wider Leadership team to support the Principal in the strategic and operational leadership and management of the Academy, promoting its ethos and culture of high expectations and acting as a visible ambassador for the Academy and Spencer Academies Trust. As a Vice Principal, you will undertake a range of organisational and supervisory duties and discharge routine leadership functions including the line management of other leaders within the school.

You will safeguard all pupils and promote and maintain the safety and wellbeing of pupils and staff at all times and be a Deputy Designated Safeguarding Lead (DDSL) based at The Hive. With training if necessary, as a Vice Principal you should be able to assume responsibility and deal with day to day matters in the absence of the Principal. In addition, senior leaders will be expected to contribute to the Spencer Academies Trust, and support, where necessary, any of our Trust Schools.

### **Main Duties and Responsibilities**

- To take the lead on keeping the Behaviour Policy under review and to ensure that all staff know, understand and implement the policy consistently and effectively.
- To understand the importance of relevant legislation and guidance relating to SEND Code of Practice and managing behaviour in schools.
- To advise teachers and support staff in relation to proactive behaviour management, ensuring they are given the opportunity to contribute to school policies and procedures in order to maximise the achievement and ensure the wellbeing of pupils.

- To ensure that effective systems keeping with the school's ethos are in place and that proactive behaviour support is implemented.
- To input into our CPD offer by delivering and/or facilitating training as part of our CPD offer.
- To lead on the development and implementation of effective approaches to supporting children with challenging behaviour, having a clear understanding of Adverse Childhood Experiences (ACEs) and trauma informed practice.
- To model effective management of behaviour to ensure a good and safe learning environment.
- To provide an overview of the key elements of active support and implement proactive behaviour plans, understanding how these facilitate engagement and learning.
- To understand their responsibilities when implementing positive behaviour supports and/or PROACT-SCIPr-UK® and appreciate the importance of staff support and incident debrief.
- To have a practical understanding of coaching and mentoring and how this supports learning into practice.
- To work in conjunction with the Principal and other leaders to ensure that the curriculum prepares children for life in modern Britain, supports personal development and contributes to children knowing how to keep themselves safe.
- To contribute relevant pastoral information into data meetings.
- To analyse, evaluate and report on behaviour data to key parties including the Principal, the Trust and the local Governing Body.
- To work alongside teachers and teaching assistants to develop excellent classroom practice which inclusively scaffolds children's independence.
- To take overall responsibility for the management of the pastoral system including pupil wellbeing and behaviour.
- To develop learning support and pastoral support provisions which enables the school to cater for the needs of all our pupils.
- Ensure that highly effective learning and enrichment programmes are in place to equip pupils with the skills needed to access the curriculum and grow as learners.
- To lead on transition successfully preparing pupils for the next stage of their education.
- To ensure that pupil support provisions operate effectively.

### **General**

- To work with the Principal to ensure that all statutory and best practice systems to safeguard children are in place and that there is appropriate support for all pupils.
- Ensure that all statutory and best practice systems to support children with special education needs and disabilities are in place and that there is appropriate support for pupils such that they achieve positive outcomes.
- Line manage others as identified by the Principal.
- Undertake Appraisal and Performance Management for all staff that the post-holder line managers and appropriately manage any underperformance with support from the Principal and Trust HR.
- To ensure a consistent and continuous school-wide focus on achieving the very highest expectations and standards for pupils and staff in a particular area of school improvement,

using a range of data to quality assure performance and assess progress of improvement plans.

- To demonstrate excellent practice as a role model teacher and maintain a good knowledge of current thinking in special primary education.
- To manage, quality assure and develop the school monitoring systems for specific areas of school improvement.
- To support the Principal in keeping the school improvement plan under review and in maintaining an accurate summary self-evaluation.
- To champion the needs of vulnerable children within the academy.
- To have a high profile and actively/effectively engage with pupils and parents/carers to support children's learning and well-being.
- To support the effective running of The Hive.
- To support the effective running of the school in the absence of the Principal.
- To keep up to date with research related to high inclusive practice.
- To maintain up to date professional knowledge in line with national changes and legislation as appropriate to the role, in order to carry out designated whole Academy role to a high standard.
- To be innovative bringing new ideas for improvement to the Principal.
- To effectively influence staff and children to promote high standards and expectations of academic work, behaviour and attitudes within the Academy.
- To network with the Trust and other schools related to best practice and to contribute to outreach school improvement within The Spencer Academies Trust.
- To be a strong and visible leader throughout the Academy.
- To contribute to an ethos within which are staff are motivated and supported to develop their skills and knowledge and in which emerging talents are nurtured
- To establish effective and professional relationships with all academy colleagues, irrespective of their role, and operate with integrity.
- To contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
- To maintain confidentiality of records and information.
- To be aware of and comply with all Trust policies including Health and Safety and Safeguarding.
- To use all Trust standard computer hardware and software packages where appropriate.
- To participate in the Trust Appraisal process and undertake professional development as required.
- To adhere to all internal and external deadlines.
- To establish constructive relationships with other schools and agencies as appropriate to the role.

These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

**Additional Information**

The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.

## Person Specification

	Essential	Desirable
<b>Qualifications and experience</b>		
<ul style="list-style-type: none"> <li>▪ Qualified teacher status</li> <li>▪ Additional post-graduate SEND / SEMH qualification</li> <li>▪ Recent experience of teaching either KS1 or KS2 pupils within a mainstream or special school.</li> <li>▪ To have had training or experience of teaching pupils who require behaviour support</li> <li>▪ To have awareness of current approaches to the teaching of SEND</li> <li>▪ To have attended relevant courses/training/lectures/seminars in the last three years in relation to SEND</li> <li>▪ Experience of being in a leadership role.</li> <li>▪ Experience of working with pupils who have a range of needs and have an EHCP.</li> <li>▪ Recent experience of leading people.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>
<b>Knowledge and skills</b>		
<ul style="list-style-type: none"> <li>▪ An understanding of the functions of behaviour.</li> <li>▪ The ability to support the Principal to sustain a wide vision of St. Giles as an outstanding/inclusive school</li> <li>▪ To assess record and report on individual programmes for SEND pupils</li> <li>▪ The ability to delegate tasks to support staff in the classroom and monitor that they are carried out</li> <li>▪ To communicate effectively in a range of formats e.g. orally/verbally/electronically</li> <li>▪ To work innovatively and as part of a team</li> <li>▪ To display high professional standards as a role model</li> <li>▪ To plan and assess in a thematic way and manage resources which enhance learning</li> <li>▪ To have awareness of the educational needs of pupils with SEN/learning/behaviour/social/ and emotional needs</li> <li>▪ To know the different teaching and learning styles that could be effective for pupils with SEN</li> <li>▪ To know recent educational legislation or current issues within education especially that regarding Inclusion and the role of Special Education</li> <li>▪ To be aware of equal opportunities issues</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	

<ul style="list-style-type: none"> <li>▪ To be aware of the process of continuous school improvement</li> <li>▪ To know the role of staff in safeguarding pupils welfare.</li> <li>▪ Can lead, motivate and inspire others.</li> </ul>	✓  ✓  ✓	
<b>Personal qualities</b>		
<ul style="list-style-type: none"> <li>▪ Creative, inspiring and willing to go that 'extra mile'</li> <li>▪ Open, approachable and can offer commitment and high standards of integrity</li> <li>▪ To display emotional intelligence in decision making and professional relationships</li> <li>▪ To be adaptable to new ideas and change</li> <li>▪ To demonstrate a spirit of enquiry and Continuous Professional Development (CPD).</li> <li>▪ To demonstrate the ability to work in partnership.</li> <li>▪ Motivated to support pupils with special educational needs and disabilities.</li> </ul>	✓ ✓  ✓  ✓ ✓  ✓ ✓	