

JOB DESCRIPTION

POST TITLE:	Vice Principal at BOA Digital Technologies Academy
POST RESPONSIBLE TO:	Principal
SALARY:	Leadership Scale Point 17 to 21 (£73,819 to £81,441)
WORKING HOURS:	Full time
START DATE:	September 2025
CLOSING DATE:	Monday, 28 th April 2025 at 9am
INTERVIEW DATE:	Week commencing 28 th April 2025

JOB PURPOSE:

The Vice Principal is accountable to the Principal for ensuring the educational success of the Academy within the overall framework of the Trust's strategic plan as well as the individual Academy's Development Plan (ADP).

The Vice Principal is accountable for supporting the Principal to develop and ensure the quality of curriculum offer, the internal organisation, operational management and for supervision over teaching and support staff.

He/she should create a culture of constant improvement within a collaborative professional learning environment and be an inspirational leader, committed to the highest achievement for all in every area of the Academy's work.

DUTIES AND RESPONSIBILITIES:

General Duties:

- Under the leadership of the Principal implement the shared vision and strategic plan for the Academy which is responsive to the communities it serves. At the core of this will be the educational, personal and spiritual development of the students.
- Work with the Principal and staff to ensure synergy between the Trust vision and the Academy vision and strategy.
- Work with the Principal to develop and implement a specific Academy Development Plan underpinned by sound financial planning which identifies priorities and targets for ensuring that students achieve high standards and make good progress, increasing teachers' effectiveness and securing academy improvement.

- Ensure that raising aspirations, achievement and attainment are achieved through an inclusive, sustainable and innovative lifelong education environment.
- Develop positive relationships and collaborative partnerships all other academies within the BOA Education Trust.
- Develop positive and sustainable relationships with local academies and other education providers to raise standards within and beyond the Academy.
- Secure the commitment of parents and the wider community to the vision and direction of the Academy.
- Work with all stakeholders to generate enthusiasm and commitment.
- Draw on the experience of the Principal as a critical friend.
- Challenge, motivate and empower others to attain ambitious outcomes.

Teaching and Learning:

- Work to support the Assistant Principal (Teaching & Learning) to secure and sustain effective teaching and learning throughout the Academy by monitoring and evaluating the quality of teaching and standards of students' achievement, using benchmarks and setting targets for improvement. This should include students with special educational or linguistic needs in order to set and meet challenging, realistic targets for improvement.
- Work to support the Assistant Principal (Teaching & Learning) to promote excellence in teaching and learning, ensuring a continuous and consistent academy-wide focus on students' achievement and development (moral, spiritual, physical and social, as well as academic).

Curriculum:

- Ensure that a high-quality educational experience is available for all students and young people.
- Organise and implement the curriculum and its assessment. Through monitoring and evaluation, identify and act on areas of improvement.
- Build a personalised curriculum with individualised learning support.
- Develop an inclusive and supportive approach so that the Academy is a place where all students feel welcome.
- Establish creative, responsive and effective learning in all curriculum areas.
- Establish a flourishing enrichment programme.
- Ensure the successful creation, implementation and development of extra and cross-curricular activities to enrich and broaden students' experience.
- Create a culture of challenge, support and high expectations.
- Use student performance data to guide and inform parents/carers as required.

Raising Attainment:

- Articulate and ensure the Academy has the highest ambition for the progress, attainment and spiritual development for every student.
- Address the needs and aspirations of each student through personalised learning and mentoring.
- Use assessment data to set and monitor challenging targets.
- Challenge practice to ensure a stimulating learning environment.
- Ensure academy-wide priorities are consistently and effectively implemented.

Developing self and working with others:

- Treat everyone within the Academy fairly and equitably.
- Develop a culture of personal accountability and responsibility that recognises both excellence and supports appropriate strategies to deal with under performance.
- Ensure a high standard of professional learning, including joint practice development for all staff and for self to motivate and enable all staff to carry out their roles to the highest standard based on assessment of need.
- Work with all staff to build creative, effective teams.
- Sustain their own motivation and sense of purpose and that of other staff.
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the Academy.
- Develop the capacity of staff, through coaching and other appropriate means.

Leading the Organisation:

- Provide dynamic, consistent and motivational leadership, ensuring the successful delivery of the vision, ethos, aims and objectives of the Academy.
- Lead by example, be personally visible and committed whilst adopting a strong, collaborative and flexible leadership style.
- Establish collaborative and open relationships with all stakeholders.
- Ensure critical evaluation of the Academy's performance.
- Ensure that communication channels exist, enabling all staff to receive information they need in order to carry out their professional duties effectively.
- Ensure structures deliver student progression, attainment and achievement.
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals ensuring clear delegation of tasks and devolution responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for each teacher and other members of staff.
- Ensure the Academy environment is of a high standard and reflects the aspirations of the community.

Managing the organisation:

- Work with the Principal to recruit and retain staff of the highest quality.

- Work with the Principal to deploy all staff effectively in order to improve the quality of education provided.
- Manage and monitor the curriculum of the Academy within the agreed delegated budget, setting appropriate priorities for expenditure allocating funds and ensuring effective administration and control.
- Take responsibility for the collection and analysis of data commensurate to role and provide to Principal within set deadlines.
- Support the Principal to manage and organise the accommodation of the Academy efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements.
- Ensure that the allocation and use of accommodation within the Academy provides a positive learning environment that promotes the highest achievement for all.

Securing Accountability:

- Report to the Principal to enable him/her to meet his responsibilities.
- Ensure all staff he/she leads have clearly defined responsibilities and accountabilities.
- Support the Principal to implement robust Academy self-evaluation and quality assurance procedures.
- Establish mechanisms for reporting to all key stakeholders at agreed intervals within areas of specific responsibility/responsibilities.

Leading in the Community:

- Create and maintain an effective partnership with parents/ carers.
- Develop community engagement, promoting a continuous culture of change and nurturing creativity for all.
- Strengthen the Academy's positive image in the wider community.
- Develop the Academy's extended academy provision.
- Actively support the diversity of the Academy's communities and students.

PERSON SPECIFICATION FOR VICE PRINCIPAL

The person specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively:

REQUIREMENTS	ESSENTIAL (E) or DESIREABLE (D)
The post holder must be able to demonstrate:	
QUALIFICATIONS	
Educated to degree level or equivalent	E
Qualified Teacher Status (QTS)	E
Postgraduate qualification or other professional qualification	D
Evidence of further and wider professional development	D
EXPERIENCE	
Successful experience at middle and/or senior leadership level in an educational environment	E
Experience of developing the work of colleagues at various professional stages	E
Successful experience of monitoring and evaluating work and outcomes within schools/colleges	E
At least 5 years' teaching experience	E
Experience of leading teams	E
Experience of using data at a high level to report to trustees, DfE and to impact learning	E
Evidence of school improvement and change management	E
Knowledge of Ofsted Framework for Academies	D
Experience in quality assurance	D
Experience of introducing new initiatives	D
KNOWLEDGE AND SKILLS	
A clear vision of how curriculum design and curriculum delivery can secure excellent outcomes	E
Knowledge of health & safety and safeguarding	E
An excellent classroom teacher	E
Knowledge and skills related to the use of data to improve, monitor and impact outcomes for success	E
Ability to empower, challenge and motivate staff	E
Ability to analyse information and make judgements	E
Understand behaviour management strategies	E
Knowledge and experience of school improvement planning Vision and strategic thinking	E
Ability to motivate	E
Highly organised and detailed	E
Excellent communicator	E
Evidence of contribution to whole-school developments	D
Knowledge and understanding of current educational issues,	D

accountability frameworks, qualification differentials and impact on budgets and performance measures	
Personal Attributes	
Dynamic, energetic and enthusiastic	E
Sense of humour	E
Resilient	E
Ability to manage multiple demands on time	E
Calm	E
Reflective and proactive in seeking feedback to improve	E
Potential capacity to grow professionally	D
Aspiration to take on more responsibility	D

All offers are subject to satisfactory references, enhanced DBS checks and successful completion of a contractual probationary period.