

JOB ADVERT

Job Title:	Vice Principal (Personal Development)
Contract:	Full-time, permanent
Start Date:	September 2023

The White Horse Federation is seeking to appoint an exceptional candidate to the role of **Vice Principal (Personal Development)** at **John Madejski Academy**.

The Vice Principal (Personal Development) has overall responsibility for all aspects of students' personal development. The role involves direct responsibility for character development and wellbeing, the co-curriculum, careers education, student leadership and the sixth form. The Vice Principal (Personal Development) is the academy's link with the Central Education Team and the NIoT at The White Horse Federation.

As a member of the Leadership Team, the Vice Principal (Personal Development) is responsible for overseeing the effective running of the school and ensuring that the highest academic and professional standards are maintained at all times. The Vice Principal (Personal Development) reports directly to the Principal, and deputises for him/her as required.

The role would suit a talented, experienced and passionate senior leader who is deeply committed to the trust's vision for education and who can demonstrate substantial impact in their current role. Sixth Form experience would also be advantage.

Before applying, interested candidates are encouraged to learn more about the trust and the school by visiting their websites and to read John Madejski Academy's most recent Ofsted Report.

The Executive Leadership Team is keen to talk informally and confidentially with interested candidates via the telephone or MS Teams and visits to the academy are welcomed. Either can be arranged by contacting Lorna Haydon, Personal Assistant to the CEO, at lhaydon@twhf.org.uk.

The application process is as follows:

- **Closing date:** 11am on Monday 15th May
- **School visit:** Thursday 18th or Friday 19th May
- **Panel interview:** Monday 22nd May

The White Horse Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check. The White Horse Federation an equal opportunities employer and welcomes applications from men and women of all ages from any background and from candidates with disabilities.

Competitive remuneration, commensurate with the importance of the role and the experience of the successful candidate, will be offered.

LETTER FROM THE CEO

Dear Applicant,

Thank you for showing an interest in the post of Vice Principal at John Madejski Academy. I am delighted that you are considering applying for a position at our Trust.

The White Horse Federation was founded with the aim of improving the life chances and raising the aspirations of young people. To achieve these goals, the Trust believes in the power of a first-rate, knowledge-rich curriculum: such an education is the best foundation for helping young people to succeed and overcome social barriers, irrespective of their backgrounds or starting points.

The White Horse Federation currently comprises thirty-one schools, making it the largest education provider in the South West. Its five secondary schools, twenty-four primary schools and two special schools serve a range of urban and rural communities across Swindon, Wiltshire, Oxfordshire and Reading.

As an associate college for the National Institute of Teaching, the trust delivers the highest quality of teacher and leader development across the region. Our schools benefit from this by having access to a stream of well-qualified and expertly-trained teachers, middle leaders and senior leaders.

Working in communities that are often materially and socially deprived, The White Horse Federation seeks to provide a first-rate education and to raise ambitions at all its academies. We believe in replicating in the state sector what is most often found in the independent sector; we are committed to ensuring that our students receive the quality of education and access to the same sorts of opportunities their peers whose parents can pay for education receive.

Our aim is for our students to leave our academies ready to take their place in the world - well-educated, motivated and with strong leadership skills, personally accomplished and determined to make a positive and lasting contribution to the world. We firmly believe that a child's background should not be a barrier to success and we are committed to delivering an education that broadens students' horizons in a truly transformative way.

To become the Vice Principal of John Madejski Academy is a unique opportunity for someone who is ambitious and resilient, and who relishes a challenge. It will involve driving change and realising the Trust's ambition for John Madejski Academy to become an excellent school for its local community. The successful candidate will be supported fully by the Trust's central team in achieving this, and in turn, will be able to contribute more widely to the future development of the Trust.

If you think you have the knowledge, experience and attributes we are looking for, I encourage you to learn more about the trust and the school by visiting their websites and to read John Madejski Academy's most recent Ofsted Report.

I look forward to hearing from you and to receiving your application.

Paul Smith
The White Horse Federation
Chief Executive Officer | National Leader of Education

JOB DESCRIPTION

Job Title:	Vice Principal (Personal Development)
Contract:	Full-time, permanent
Reporting to:	Principal
Line management of:	Assistant principals, some academic departments and members of support staff, as determined by the Principal
Close working with:	Other vice principals, LGB, trust central team

THE ROLE

The Vice Principal (Personal Development) has overall responsibility for all aspects of students' personal development. The role involves direct responsibility for character development and wellbeing, the co-curriculum, careers education, student leadership and the sixth form. The Vice Principal (Personal Development) is the academy's link with the trust's central Personal Development team.

As a member of the Leadership Team, the Vice Principal (Personal Development) is responsible for overseeing the effective running of the school and ensuring that the highest academic and professional standards are maintained at all times. The Vice Principal (Personal Development) reports directly to the Principal, and deputises for him/her as required.

KEY RESPONSIBILITIES

As Vice Principal (Personal Development),

In general,

- To be responsible for students' personal development, including: character development and wellbeing; the co-curriculum; careers guidance, destinations tracking and university entrance; student leadership and student voice; and the sixth form
- To be the academy's link with the trust's central Personal Development team
- To be responsible for all aspects of the 'personal development' and 'sixth form' judgements in the Ofsted evaluation schedule
- To deputise for the Principal as required

Character development and wellbeing

- To oversee the planning and delivery of the academy's PSHE and RSE curriculum
- To promote the physical, emotional and mental wellbeing of students
- To ensure that the academy's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality
- To oversee the planning and the delivery of the academy's tutor time programme
- To oversee the planning and the delivery of the academy's assembly programme
- To support pupils to be confident, resilient and independent, and to develop strength of character
- To ensure that the academy prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect
- To ensure that the academy promotes equality of opportunity and diversity effectively
- To ensure that the academy provides pupils with meaningful opportunities to understand how to be responsible, respectful and active citizens

Co-curriculum

- To ensure that the academy provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests
- To track and analyse participation in the academy's co-curricular provision, to ensure excellent take-up across all groups
- To act as the academy's Educational Visits Coordinator

- To develop a comprehensive programme of competitive sport and artistic performance

Careers guidance, destinations tracking and university entrance

- To oversee the implementation of the academy's careers programme, including speaker events, workshops and work experience
- To ensure that all pupils receive unbiased information about potential next steps and high-quality careers guidance
- To track meticulously student destinations and ensure that no student ends up NEET
- To ensure compliance with the Gatsby Benchmarks

Student leadership and student voice

- To oversee election to and the operation of the student council
- To oversee the selection, training and leadership of prefects and captains
- To provide opportunities for student voice, including focus groups and surveys

Sixth Form

- To have overall responsibility for the quality of sixth form provision
- To coordinate internal and external recruitment into the sixth form, including open days, taster days, applications and interviews
- To develop and lead the sixth form induction programme
- To line manage the Head of Sixth Form

As a teacher,

- To deliver excellent lessons, achieve excellent results and act as a role model to students
- To have the highest expectations of every student, in terms of achievement, character and conduct
- To love your subject and cultivate a similar passion in your students
- To support your students through academic intervention, as required
- To contribute to the co-curricular programme and the wider life of the school
- To attend academy events and meetings

As a member of the Leadership Team,

- To maintain confidentiality, collective responsibility and collegiality
- To support, promote and embody the academy's vision and ethos
- To be a source of inspiration, support and guidance to colleagues
- To maintain a visible presence about the school
- To conduct lesson observations, learning walks, work scrutiny and other quality assurance tasks
- To set performance expectations and conduct performance evaluation for assigned staff
- To contribute to academy self-evaluation and development planning
- To contribute to the success of the academy, in the widest possible sense
- To regularly update the pages of the academy's website for which you are responsible
- To deputise for other senior colleagues, as necessary

As an employee of The White Horse Federation,

- To promote the aims, values and ethos of the trust
- To adhere to all trust and academy policies and procedures
- To maintain discretion when privy to confidential information
- To participate in any appropriate meetings with colleagues
- To participate in performance management arrangements
- To undertake further training as required
- To be committed to equality, diversity and inclusion
- To work flexibly, prioritise workload and use one's initiative
- To carry out any other duties appropriate to the post, as required

NOTES

As an educational trust, The White Horse Federation is committed to the safeguarding and promotion of the welfare of all children and young people. Therefore, the trust expects all members of staff and volunteers to share in this commitment. To this end, both an 'Enhanced Disclosure and Barring Service' check and a 'Barred List' check will be required for this role.

No job description can be entirely comprehensive and roles develop organically over time. The post holder will be expected to adapt and carry out such duties as may be required from time to time, on the understanding that they will be within the individual's remit and capability, and consistent with the status and responsibilities of the role within the organisation.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the duties as set out in the foregoing.

PERSONAL SPECIFICATION

		Essential (E) Desirable (D)
Qualifications	1. Strong academic credentials, including as a minimum, a 2.1 undergraduate degree	E
	2. Qualified Teacher Status	E
Knowledge, Skills and Experience	3. An excellent classroom practitioner	E
	4. An appreciation of what educational excellence looks like	E
	5. Experience of impactful leadership as part of a school leadership team	E
	6. An appreciation of what outstanding co-curricular provision looks like and a clear vision for how this would be delivered at the academy	E
	7. Experience of having led a sixth form or possessing extensive knowledge about post-16 provision	D
	8. Experience of having led significant aspects of students' personal development, such as character development and wellbeing; the co-curriculum; careers guidance, destinations tracking and university entrance; or student leadership and student voice	D
	9. Able to communicate confidently and effectively in both written and spoken English	E
	10. Proficient in the use of IT, including a working knowledge of MS Excel	D
	11. Familiarity with the Ofsted inspection framework and a detailed understanding of how Ofsted inspects, evaluates and judges 'Personal Development' and 'Sixth Form provision'.	D
Personal attributes	12. Deep alignment with the vision and ethos of Future Academies	E
	13. A strong belief in the importance of clear systems and consistency	E
	14. A visible, energetic and principled leader	E
	15. Relentless ambition for all staff and students	E
	16. The ability to lead confidently and with conviction, to put students first and to accept no excuses	E
	17. A good sense of humour	E
	18. An appetite for hard work	E
	19. The ability to work to tight deadlines and managing competing priorities	E
	20. Strong organisational skills	E
	21. Excellent attention to detail	E
	22. Sound judgment	E
Other requirements	23. Ability to maintain discretion when privy to confidential information	E
	24. Commitment to safeguarding and promoting the welfare of children and young people	E
	25. Willingness to undergo appropriate checks, including enhanced DBS checks	E
	26. Commitment to equality, diversity & inclusion	E