



Wykham Park Academy Banbury

an Aspirations Academy

Job Description

Vice Principal Salary: L18 – L22

The Vice Principal shall carry out the professional duties as described in the School Teachers Pay and Conditions document.

The Vice Principal is directly accountable to the Principal, for ensuring the educational success of students within the overall framework of the Aspirations Academies strategic plan as well as the academies improvement plans.

The Vice Principal is responsible for ensuring effective day to day operation and for supporting the Principal in all aspects of their role as well as to deputise for the Principal when required. The Vice Principal will be fully supported by the Principal and other Vice Principals in every aspect of the management and organisation of the Academy.

The Vice Principal should support the Principal and the other Vice Principals to create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all in every area of the Academy's work. Main aspects of the role:

- Carry forward the Aspirations Academies Trust vision;
- Drive the continuous and consistent Aspirations Academies Trust-wide focus on raising achievement and improving student outcomes;
- Ensure the Aspirations framework is embodied in every aspect of the campus;
- Focus continuously on the development of teaching and learning aiming to ensure that it is of the highest quality and all times;
- Precise duties to be negotiated with successful candidate, based on their skills and experience.

Purpose:

- To collaborate as a member of the Academy Senior Leadership Team in order to build a shared vision of excellence and high standards for all students.
- To strengthen the Academy's organisational capacity by contributing to its effective day-to-day management.
- To develop a safe, secure and healthy environment through line management.
- Raising examination performance through the effective analysis and use of assessment data.
- Support with the monitoring of the effectiveness of teaching and learning within the Academy.
- To participate in regular Academy self-review and to strive for continuous improvement in all aspects of the Academy's work.
- To monitor and support the overall progress and development of students.

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- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To participate in regular Academy self-review and to strive for continuous improvement in all aspects of the Academy's work.
- To monitor and support the overall progress and development of students as a teacher.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth.
- To support and participate in the work of the Aspirations Academies Trust.

Responsible for:

Assistant Principals – Subject Co-ordinators and other relevant personnel and students within the Academy, as designated by the Principal.

Operational and Strategic duties:

Precise duties to be negotiated with the successful candidate.

- To contribute to the strategic development and improvement of the Academy through the Academy Improvement Plan
- To supervise and lead staff to ensure the effective operation of the Academy.
- To line manage Assistant Principals.
- To ensure the data is used effectively at all levels.
- To work with Assistant Principals, Subject Co-ordinators, to ensure the effective deployment of staff and physical resources.
- To oversee the implementation of Academy policies and procedures.
- To work with Assistant Principals to monitor the overall coherence and relevance of the Academy's contribution to the needs of students and to the aims, objectives and strategic plans of the Academy.
- To ensure that the work done in the Academy fully reflects the Aspirations Academies Trust distinctive ethos and mission.

Staff Development Responsibilities:

- To work with Vice and Assistant Principals to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To undertake appraisal.
- To participate in the interview process for staff posts when required and to work with other leaders - to ensure effective induction of new staff in line with Academy procedures.
- To promote teamwork and to motivate staff to ensure effective working relationships.

High Standards Maintenance:

- To ensure the effective operation of review and monitoring systems.

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- To support with the process of effective target setting within the Academy and to work towards their achievement.
- To contribute to the Academy's procedures for lesson observation and subject review.
- To work with Heads of College to monitor and evaluate the work of subject areas, in line with agreed Academy procedures including evaluation against quality standards and performance criteria.
- To lead and monitor modification and improvement where required.

Managing Effective Communications:

- To ensure that all members of staff are familiar with the Academy's philosophy, vision, aims and objectives.
- To ensure effective communication/consultation as appropriate with the parents of students.
To liaise with partner schools, higher education, industry and other relevant external bodies.
- To lead assemblies.

Resource Management:

- To work with Vice and Assistant Principals to manage the available resources of space, staff, money and equipment effectively and efficiently in order to maximise the educational provision for students.

Student Support Duties:

- To monitor and support the overall progress and development of students within the Academy, by liaising with staff.
- To contribute to and implement the Academy policy on rewards and support.
- To ensure the Behaviour Management system is implemented in the Academy so that effective learning can take place.
- To monitor student behaviour at all times throughout the Academy and to work with duty staff to intervene as necessary.
- To act as a Duty Principal in assigned periods.
- To maintain a high profile around the Academy, challenging low expectations.

Teaching Duties:

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and subject area.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by students in the Academy and elsewhere.

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- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure a high-quality learning experience for students which meets internal and external quality standards - to aim to be an outstanding teacher.
- To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, subject area and Academy procedures.

Other Duties:

- Deputising for the Principal.
- To continue personal development as agreed at appraisal.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) and the Principal not mentioned in the above.

To play a full part in the life of the Campus community, to support the distinctive aim and ethos of the Aspirations Academies Trust and to encourage staff and students to follow this example.

- To show a record of excellent attendance and punctuality.
- To adhere to the Academy's Dress Code.

General:

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



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Vice Principal Person Specification

A – Assessed by Application / R – Assessed by the recruitment process

| Criteria | Essential | Desirable |
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| Knowledge and Qualifications | | |
| Degree or equivalent | A | |
| Qualified Teacher Status | A | |
| NPQH or other appropriate leadership qualification | | A |
| Professional Experience | | |
| Senior Leadership experience | AR | |
| Experience at Assistant Principal level or equivalent, for at least two years. | A | |
| The capability to immediately step up to the position of Acting Principal if required. | AR | |
| Evidence of a very strong contribution to raising standards and achievement in your current school. | AR | |
| A proven track record of successful leadership and delivery of learning. | AR | |
| Evidence of collaborative and inspirational leadership skills. | AR | |
| Experience in the development and management of whole school assessment and target setting. | AR | |
| Experience in the analysis of performance data for the purposes of target setting and evaluation. | AR | |
| Experience of monitoring and improving the quality of teaching and learning. | AR | |
| Experience in the development and management of whole school raising achievement and intervention strategies, with proven impact. | AR | |

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| Proven experience of developing good working relationships with all stakeholders. | AR | |
| Experience of curriculum development and timetable construction. | AR | |
| Experience of effective behavior management and a commitment to ensuring that student behavior is outstanding. | AR | |
| Personal Aptitudes, Qualities and Skills | | |
| Up to date knowledge in subject, national policy, pedagogy, classroom management strategies, inspection findings and statutory requirements. | R | |
| Have a thorough understanding of curriculum development. | R | |
| Proven ability to plan strategically to deliver a school's vision, ethos, priorities and targets. | AR | |
| The ability to lead, influence and manage change. | AR | |
| The ability to embed the systems and structures which enable all staff to ensure the highest standards. | AR | |
| High expectations and standards in relation to attitude, uniform, behaviour, respect, productivity, attainment and achievement. | AR | |
| A high-profile role model with a strong visible presence and a professional approach that demands excellence and earns the respect of the entire school and wider community. | AR | |
| Proven ability to create, build and retain effective staffing structures. | | AR |
| Sufficient numeracy skills to interpret statistical data, and manage budgets. | R | |
| Excellent organisational skills. | AR | |
| Well-developed interpersonal and communication skills. | AR | |
| To be pro-active, innovative and versatile with a high level of drive, enthusiasm, resilience, reliability, integrity, and a sense of humour. | AR | |
| Raising Aspirations | | |

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| An understanding and drive to ensure that the Aspirations Academy continually strives to improve results and to work to ensure that each and every child achieves their potential. | R | |
| The ability to engender in each student self-worth, engagement in learning and sense of purpose. | R | |
| The ability to embed the three guiding Principles and 8 Conditions that make a difference into the culture of the Academy. | R | |
| Leading Learning and Teaching | | |
| Evidence of being an outstanding classroom practitioner. | AR | |
| The ability to monitor and develop staff, evaluate performance, celebrate excellence and challenge poor performance. | AR | |
| Evidence of an understanding of and desire to develop high levels of student engagement. | R | |
| Proven ability to inspire, challenge, motivate and empower teams and individuals to achieve high performance. | AR | |
| An Aspirations Academy | | |
| Display a commitment and support for the aims of the Aspirations Academies Trust in all its Academies. | R | |
| Exhibit a belief in the values of the Aspirations Academies Trust and in the value of research in school improvement. | R | |
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