

**Job Description for Assistant Vice Principal - Mathematics**

**Leadership Scale 5-8**

**Reports to: Principal, Hollis Academy**

**Job Purpose**

* Further the aims of HSAT by supporting the Chief Executive and Principal in the overall management and leadership of Hollis Academy
* Contribute to the development of the aims and objectives and ethos of the Academy in line with HSAT’s overall vision and direction
* Contribute to leadership decisions on relevant aspects of policy, development and organisation
* Take a significant role in the preparation and implementation of the Academy Improvement Plan
* Assume effective budgetary responsibility associated with the post and adhere to all HSAT’s financial guidance to ensure financial probity
* Lead on approaches to the development and delivery of maths
* Lead on approaches to ensuring students gain appropriate accreditation for the courses they are studying
* Support teachers to monitor the progress of individuals and groups of students, and choose appropriately accredited courses to deliver to KS4 pupils
* Promote and ensure effective communication and professional links within the Academy and across HSAT
* Along with other senior leaders, lead and implement HSAT’s approach to performance management and review, and line-manage and appraise identified staff
* Contribute to the overall Academy evaluation
* Promote student well-being by ensuring safeguarding compliance

**Key Duties**

**Leadership and Management**

* Lead and direct relevant staff to plan, design and implement subject-specific, sequenced and coherent long and medium term plans
* Work to ensure that all students leave with appropriate qualifications in core subjects
* Ensure appropriate accreditation is available to all students for the different courses they are studying
* Work with post 16 providers and local authority personnel to ensure the appropriate accreditation offer is in place to support students moving on to the next phase of their education
* Alongside other leaders, monitor teachers’ mid-term plans to ensure that all staff are implementing the subject curriculum
* Alongside other leaders, monitor teachers’ mid-term plans to ensure that all staff are implementing the curricular plans which support students achieving accreditation
* Work with other leaders and colleagues responsible for exams administration to ensure that students are entered for the appropriate courses and are supported to access the examinations they will sit
* Ensure appropriate deployment of staff to facilitate external examinations
* Along with other senior managers, contribute to consistent and effective management of the behaviour of students in line with the Academy approaches to pastoral care
* Act as a positive role model to staff, promoting expectations of high standards and staff integrity
* Lead on and support Trust and Academy events as appropriate
* Demonstrate high quality teaching and lead and develop the teaching practice of other staff
* Act as a mentor to colleagues as appropriate and encourage collaboration, cooperation and teamwork
* Work alongside leaders to monitor and evaluate the quality of the learning environment to ensure it promotes effective teaching, learning and assessment
* Ensure teaching groups are appropriate
* Work with other leaders to review the quality of the range of assessments and ensure that maths assessments are effectively implemented
* Work with other leaders to ensure robust analysis of the subject-specific assessment data that informs effective planning and teaching and ensures student progress
* Work with other leaders to monitor and evaluate all data to inform school self-evaluation

**Additional duties**

* Undertake leadership duties within the Academy and across HSAT as required
* Link with other professionals in support of students

Conditions of Service

This job description is framed within the national standards for school leadership and should be reading conjunction with those standards.

You are required to carry out the duties of a school teacher as set out in the School Teachers’ Pay and Conditions Document 2021

You are required to carry out such professional duties which form part of the School Teachers’ Pay and Conditions Document 2021

The working time provisions applicable to teachers, paragraph 59 do not apply to the post of Assistant Head teacher.

There will be a requirement to teach up to a 0.6 complement of sessions in a working week; this figure may change according to the demands of the timetable.

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PERSON SPECIFICATION – Assistant Vice Principal

| **ESSENTIAL** | | | | **DESIRABLE** | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | Criterion No. | Attribute | Stage Identified | Criterion No. | Attribute | Stage Identified |
| **Qualifications & Education** | E1 | DfE recognised Teaching Qualification | AF/C | D1 | Senior Leadership qualification (NPQSL) | AF/C |
|  |  |  |  | D2 | Evidence of recent continued professional development that is relevant to the post | AF/C |
| **Experience & Knowledge** | E2 | Significant experience of teaching at primary or secondary school level | AF/I/R | D3 | Experience of working in a special education needs school | AF/I/R |
| **(Teaching, Learning and Assessment)** | E3  E4  E5 | Experience of working with students with special education needs, in particular SEMH and associated learning difficulties.  Experience of successful subject leadership, including monitoring, evaluating and target setting  Experience of working well in partnership with staff, governors, children, parents and the wider community | AF/I/R  AF/I/R/P  AF/I/R |  |  |  |
|  | E6 | Ability to understand the characteristics of successful behaviour management | AF/I/R |  |  |  |
|  | E7 | Experience of delivering a diverse curriculum to meet the needs of all learners | AF/I/R |  |  |  |
|  | E8  E9  E10 | Evidence of a contribution to leadership in developing teaching and learning strategies  Experience of dealing with, and knowledge of the safeguarding arrangements for children.  Understanding of and commitment to promoting and safeguarding the welfare of children. | AF/I/R  AF/I/R  AF/I/R |  |  |  |
| Skills | E11  E12 | Exemplary classroom practitioner and role model for excellent teaching and learning  Able to analyse and interpret, identify trends and develop appropriate support and intervention strategies for improvement | AF/I/R/O  AF/I/R/P |  |  |  |
|  | E13 | Ability to work collaboratively with partners | AF/I/R |  |  |  |
|  | E14  E15  E16  E17  E18  E19  E20  E21  E22 | Awareness of a range of school improvement strategies  Experience of working and teaching in difficult situations  Ability to delegate work and support colleagues in undertaking responsibilities  Has a good understanding of school self-evaluation and improvement planning  Has a good understanding of current educational initiatives and relevant legislation  Effective verbal and written communication skills  Effective ICT/new technology skills  Ability to work creatively and collaboratively  Ability to organise work, prioritise tasks and manage time effectively | AF/I/R  AF/I/R  AF/I/R  AF/R  AF/I/R  AF/I/R  AF/I/R  AF/I/R  AF/I/R |  |  |  |
| **Personal Attributes** | E23  E24  E25  E26  E27  E28  E29  E30 | Ability to inspire, motivate and innovate  Commitment to pupils learning, wellbeing and safety  Commitment to equality  Resilient under pressure  Ability to remain positive and enthusiastic  Deals with difficult situations effectively  Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community  High degree of motivation for working with children and young people | AF/I/R  AF/I/R  AF/I/R  AF/I/R  AF/I/R  AF/I/R  AF/I/R  AF/I/R |  |  |  |
| **Special Requirements** | E31  E32 | Ability to form and maintain appropriate relationships and personal boundaries with children  Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline | AF/I/R  AF/I/R |  |  |  |

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| Key – Stage identified |  |
| A | Application Form |
| C | Certificates |
| O | Observation |
| I | Interview |
| P | Presentation / Task |
| R | References |
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Issues arising from references will be taken up at interview; all appointments are subject to satisfactory references