



## STAR ACADEMIES

*Nurturing Today's Young People, Inspiring Tomorrow's Leaders*

### JOB DESCRIPTION

|                                  |  |                |   |
|----------------------------------|--|----------------|---|
| <b>Job Title:</b>                | Deputy Principal – Standards and Performance |                |   |
| <b>School Base:</b>              | Eden Girls' School, Slough                   |                |   |
| <b>Reports to:</b>               | Principal                                    | <b>Grade:</b>  | L17 – L24   |
| <b>Staff Responsibility for:</b> | As directed                                  | <b>Salary:</b> | £63,746 to £75,466 per annum including Fringe Allowance |
|                                  |  | <b>Term:</b>   | Permanent<br>Full Time                                  |
| <b>Additional:</b>               | -  |                |   |

#### JOB PURPOSE SUMMARY:

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

#### KEY RESPONSIBILITIES AND ACCOUNTABILITIES

##### 1. Overall Strategic Responsibilities

- 1.1 Work in partnership with the Principal, Senior Leadership Team, Governing Body, staff, students, parents and the Trust in generating the ethos and values which underpin the school enriched by mutual care and respect extending into the local community.
- 1.2 Support the maintenance and enhancement of the school's ethos and mission through own outstanding professional conduct and high expectations of others.
- 1.3 Provide outstanding strategic and operational leadership of all areas of responsibility.
- 1.4 Develop and implement an effective strategy for all areas of responsibility in collaboration with other members of the Senior Leadership Team.
- 1.5 Develop and implement a development plan for all areas of responsibility with clear annual targets agreed with all members of the Senior Leadership Team.
- 1.6 Performance manage all staff with respect to all areas of responsibility for students; through regular meetings, setting of appropriate targets for performance, providing support and challenge and undertaking regular reviews for feedback.
- 1.7 Develop systems and structures for the effective management and administration of all areas of responsibility.

## **2. Curriculum Development**

- 2.1 Lead the development and management of the overall curriculum of the school, in line with the Star curriculum model and policy.
- 2.2 Lead the development and management of Curriculum planning, in line with the school's curriculum intent.
- 2.3 Lead the development and management of curriculum transition and pedagogy.
- 2.4 Lead the development and management of alternative curriculum provision.
- 2.5 Lead the development and management of the timetabling of the curriculum.
- 2.6 Manage the introduction of the secondary strategy of the school.
- 2.7 Manage the provision of Options information for students entering KS4.

## **3. Attainment and Achievement of Vulnerable Groups**

- 3.1 Develop and lead the school's pupil premium strategy to sustain the highest levels of attainment and achievement across all curriculum areas.
- 3.2 Develop and lead the school's catch-up premium strategy to sustain the highest levels of attainment and achievement across all curriculum areas.

## **4. Evaluation and Review**

- 4.1 Lead the development and management of quality assurance processes ensuring consistency across the school.
- 4.2 Lead the completion and regular submission of the self-evaluation form.
- 4.3 Provide the lead liaison with the Star Academies' Quality Assurer.
- 4.4 Lead the school's preparation for external inspection, such as Ofsted.
- 4.5 Lead the accurate completion of the School Profile.

## **5. Intervention and Attainment**

- 5.1 Develop and lead the school's intervention strategy to sustain the highest levels of attainment and achievement across all curriculum areas.
- 5.2 Use accurate and timely data from a range of source to identify students for intervention and develop strategies to enhance their performance.
- 5.3 Lead the target-setting process across school.
- 5.4 Manage the Data and Performance Team in the development, management and delivery of data required by the school for external and internal use and enhance the use of data to deliver sustained levels of high attainment.
- 5.5 Chair assessment, reporting and recording meetings.
- 5.6 Support the training and development of staff in the use of SIMS modules.
- 5.7 Focus on whole school improvement by ensuring the development of effective Assessment for Learning (AfL).
- 5.8 Provide support for staff to ensure effective use of tracking systems, including individual coaching as required and the organisation and delivery of INSET.
- 5.9 Take responsibility for tracking student progress and raising attainment including identification of underachievement and ensuring that it is addressed.

- 5.10 Take responsibility for accelerating progress in terms of student attainment - working with specific departments and cohorts of students as identified.
- 5.11 Organise half-termly performance management meetings with each faculty.
- 5.12 Take responsibility for leadership of the Intervention Team and a strategic approach to supporting under-performing students.
- 5.13 Develop and regularly update a provision map to ensure effective recording and tracking of investment in attainment and intervention, and its evaluation.
- 5.14 Take responsibility for the strategic leadership of ICT including the Virtual Learning Environment.
- 5.15 Ensure that the electronic reporting system is kept up to date and that student, subject and teaching information is regularly checked and updated as required.
- 5.16 Oversee the publication, collation and preparation of half-termly report cards, ready for distribution to parents.
- 5.17 Oversee the production of all reports to parents, including the possible development of student statement banks.
- 5.18 Oversee the organisation and delivery of half-termly performance review meetings with students and parents.
- 5.19 Establish and manage the delivery of an assessment and reporting calendar with key dates for entries, internal and external exams, and reporting arrangements.

## **6. Faculty Management**

- 6.1. Provide line management to the Directors of Learning for designated faculties, supporting and challenging them to achieve faculty targets.
- 6.2. Audit all curriculum areas in the designated faculties to ensure statutory compliance, proficient standards of provision, the highest levels of attainment and effective systems and structures.
- 6.3. Support Directors of Learning to enhance assessment for learning and develop more effective curricula in each of the faculties.

## **7. Relationships with Others**

- 7.1 Lead Middle Leadership Development.
- 7.2 Participate in the Performance Management Cycle and INSETs.
- 7.3 Participate in the induction of new staff into the school community.
- 7.4 Maintain good working relationships with colleagues, students, parents/carers, governors, the community and Trust and ensure all communication is consistent with the school's ethos.

## **8. Other Responsibilities**

- 8.1 Lead on the promotion, dissemination, implementation and monitoring of all whole-school strategies.
- 8.2 Provide leadership of the communication of staff briefing notes on a weekly basis.
- 8.3 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 8.4 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 8.5 Contribute to the wider life of the Trust and the Star community.
- 8.6 Carry out any such duties as may be reasonably required by the Trust.

## **9. Records Management**

- 9.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

*This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.*



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### PERSON SPECIFICATION

|  |  |                         | Assessed by: |                    |
|--|--|-------------------------|--------------|--------------------|
| No                                     | CATEGORIES   | Essential/<br>Desirable | App<br>Form  | Interview/<br>Task |
| <b>QUALIFICATIONS</b>                  |  |                         |              |                    |
| 1.                                     | A degree qualification (2ii or above).   | E                       | ✓            |                    |
| 2.                                     | Qualified Teacher Status.  | E                       | ✓            |                    |
| 3.                                     | Evidence of Continuous Professional Development.   | E                       | ✓            | ✓                  |
| 4.                                     | Middle or Senior Management qualification.   | D                       | ✓            |                    |
| <b>EXPERIENCE</b>                      |  |                         |              |                    |
| 5.                                     | Senior leadership in a school setting.   | E                       | ✓            | ✓                  |
| 6.                                     | Track record of outstanding learning and teaching practice.  | E                       | ✓            | ✓                  |
| 7.                                     | Successful and sustained delivery of outstanding attainment and achievement.   | E                       | ✓            | ✓                  |
| 8.                                     | Innovation and creativity to engage, enthuse and progress learners.  | E                       | ✓            | ✓                  |
| 9.                                     | Partnership working and collaboration within a school, college or local authority context.                                 | E                       | ✓            | ✓                  |
| 10.                                    | Developing and leading the implementation of strategies to sustain whole school/college improvement.                       | E                       | ✓            | ✓                  |
| 11.                                    | Developing and implementing whole-school intervention strategies to sustain and enhance outstanding attainment.            | E                       | ✓            | ✓                  |
| 12.                                    | Developing and enhancing the curriculum of a school.   | E                       | ✓            | ✓                  |
| 13.                                    | Management of a curriculum faculty in a school setting.  | E                       | ✓            | ✓                  |
| <b>ABILITIES, SKILLS AND KNOWLEDGE</b> |  |                         |              |                    |
| 14.                                    | Ability to teach up to GCSE Level.   | E                       | ✓            | ✓                  |
| 15.                                    | Ability to teach up to A Level.  | D                       | ✓            | ✓                  |
| 16.                                    | Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets. | E                       | ✓            | ✓                  |
| 17.                                    | Ability to develop and implement strategies to enhance and sustain whole school initiatives.                               | E                       | ✓            | ✓                  |

|                           |  |                         | Assessed by: |                    |
|---------------------------|--|-------------------------|--------------|--------------------|
| No                        | CATEGORIES   | Essential/<br>Desirable | App<br>Form  | Interview/<br>Task |
| 18.                       | Ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives.                          | E                       | ✓            | ✓                  |
| 19.                       | Ability to communicate verbally with, and write reports for, a range of stakeholders, including Governors and external agencies. | E                       | ✓            | ✓                  |
| 20.                       | Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes.                      | E                       | ✓            | ✓                  |
| 21.                       | Knowledge of curricula, specifications and assessment criteria of Communications, Mathematics or Science-related subjects.       | E                       | ✓            | ✓                  |
| 22.                       | Ability to work autonomously, prioritise conflicting demands and thrive under pressure.  | E                       | ✓            | ✓                  |
| 23.                       | ICT skills to manage and report on performance data to a range of audiences (Ofsted, Governors, parents, staff and students).    | E                       | ✓            | ✓                  |
| 24.                       | Understanding of contemporary issues relating to curriculum and attainment.  | E                       | ✓            | ✓                  |
| <b>PERSONAL QUALITIES</b> |  |                         |              |                    |
| 25.                       | A passionate belief in the school's mission statement.   | E                       | ✓            | ✓                  |
| 26.                       | A strong belief in the value of education in developing citizens.  | E                       | ✓            | ✓                  |
| 27.                       | Highest levels of professional and personal integrity.   | E                       | ✓            | ✓                  |
| 28.                       | A strong commitment to inclusion and overcoming barriers to learning and achievement.  | E                       | ✓            | ✓                  |
| 29.                       | Personal resilience, persistence and perseverance.   | E                       | ✓            | ✓                  |
| 30.                       | Commitment to the pursuit of continuous professional development by oneself and others.  | E                       | ✓            | ✓                  |
| 31.                       | A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.                     | E                       | ✓            | ✓                  |
| 32.                       | A strong commitment to the Trust value of 'Service'.   | E                       | ✓            | ✓                  |
| 33.                       | A strong commitment to the Trust value of 'Teamwork'.  | E                       | ✓            | ✓                  |
| 34.                       | A strong commitment to the Trust value of 'Ambition'.  | E                       | ✓            | ✓                  |
| 35.                       | A strong commitment to the Trust value of 'Respect'.   | E                       | ✓            | ✓                  |
| 36.                       | Commitment to support Star Academies' agenda for safeguarding and equality and diversity.  | E                       | ✓            | ✓                  |
| 37.                       | Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.                             | E                       | ✓            | ✓                  |