

Job Description

Deputy Principal

Job Title	Deputy Principal
Reporting to	Principal
Line Managing	Teachers and other senior leaders
Working with	Internal: Leadership team, Teachers, LSAs, Therapists, Psychologists External: Families, Social Services, Youth Offending Service, Local Governing Body, other Schools and Partners

Aims and purpose of the role

The key objective of the role is to provide professional leadership for the school to ensure that high quality teaching and learning secures at least good progress for each learner.

Key responsibilities

- Contribute to the strategic leadership and management of Unified Academy
- Leadership and management of students' attainment and progress
- Line management of teachers and other senior leaders
- Leadership and management of the curriculum
- Leadership of learning and teaching and attitudes to learning
- Support the strategic leadership of safeguarding and child protection

Strategic direction and development

- Lead the curriculum & operational planning processes
- Ensure that the curriculum model is innovative, efficient and effective in meeting strategic aims and key priorities
- Ensure that the Academy is at the forefront of curriculum innovation, design and delivery in the interests of students
- Ensure that the curriculum is inclusive and exceeds the identified needs of Education Health Care Plans
- Provide strategic direction and leadership support to ensure appropriate assessment, recording and reporting on student progress is available to inform stakeholders
- Plan and manage the Academy's curriculum which has a focus on the achievement of worthwhile qualifications and learners' progression alongside the development of learners' personal qualities, numeracy, literacy, employability and social skills
- Develop curriculum solutions that support remote learning & alternative training pathways for young people, in line with the Academy's strategic aims and key priorities
- Provide motivational and inspirational leadership and management and foster a culture of aspiration, success, quality, improvement and professionalism
- Ensure that staff have high expectations for learners and role model exemplary personal behaviour consistent with the Academy's ethos and values

- Report and advise on strategic curriculum, quality and standards issues to SLT and the Local Governing Body and attend associated meetings as required
- Ensure that appropriate monitoring systems are in place to secure consistently high quality teaching and learning
- Ensure compliance with legislation and school and trust policies relating to the role
- Promote equality, diversity and inclusion

Teaching, learning and students

- Ensure compliance with the requirements of the National Curriculum
- Provide a motivational, broad and relevant curriculum underpinned by e-learning technologies
- Ensure that students receive learning and support in compliance with their Education, Health and Care Plans
- Ensure that the curriculum appropriately matches the diverse and individual needs of all students
- Achieve a sense of harmony through the effective management of student behaviour and attitudes to learning
- Involve students in the decision-making processes in the Academy by developing policies and practices that treat students as partners in the learning process
- Maintain effective assessment, recording and reporting systems of student progress, ensuring evidence is appropriate for supporting improvements
- Maintain high expectations for student achievement regardless of starting points or social circumstances
- Ensure that high levels of consistent student attendance to promote high achievement
- Monitor and evaluate the curriculum for both quality and value for money
- Promote the Academy's commitment to child protection and safeguarding (including e-safety) within the curriculum

Leading and managing staff

- Support the Principal in the recruitment and selection of high quality teaching and support staff
- Exercise effective staff management, lead and motivate others and generate effective working relationships at all levels
- Promote professional development for all staff, devising a whole school programme of INSET in line with current improvement priorities and performance management targets, as well as targeted INSET for groups and individuals
- Lead INSET as and when appropriate
- Optimise the contribution of all staff to ensure excellent quality of education and learning
- Ensure that quality assurance activities tangibly improve the quality of education improvement across the Academy

- Prepare fully and effectively for the next Ofsted section 5 inspection to ensure that the Academy achieves at least 'good' for overall effectiveness and each of the aspects in the Ofsted framework
- Compile the Academy's self-evaluation development plan (SEDP), incorporating any post-inspection actions
- Create and maintain good working relationships among all members of the Academy community

Efficient and effective use of resources

- Plan, manage and monitor the curriculum within the agreed budget, setting appropriate priorities for expenditure, allocating funds and ensuring effective administration and control
- Ensure effective use of funding streams, to ensure impact on learning and achievement
- Manage and organise facilities and resources efficiently and effectively to ensure that they meet the needs of the curriculum
- Ensure that the allocation and use of facilities provides a positive learning environment that promotes the highest achievement for all
- Seek to ensure adequate physical and learning resources for the Academy

Accountability

- Work closely with and report to the Principal
- Work collaboratively with the Local Governing Body and those sub-committees as appropriate
- Provide information, objective advice and support to the Local Governing Body to enable it to meet its statutory responsibilities
- Present a coherent and accurate account of students' progress and attainment data in a form appropriate to a range of audiences, including parents/carers and students
- Ensure that parents/carers and students are well informed about curriculum achievement and progress and are able to understand targets for improvement
- Work with other schools and partners, locally, nationally and internationally, as appropriate

This job description is not a rigid specification but identifies main responsibilities which will be amended in the light of organisational need and in discussion with the post holder.

The Deputy Principal will on occasions deputise/represent the Principal and undertake such other reasonable professional duties commensurate with the post as directed by the Principal.

Person Specification and Selection Process

Deputy Principal

This person specification will be used for recruitment to the Deputy Principal role. It will form the basis of the application form, and candidates will also be assessed against aspects of this person specification at interview.

Essential on Appointment	Desirable
Qualifications	
Qualified Teacher Status	- An advanced qualification in the education of pupils/students with additional and/or complex needs - NPQSL - NPQH
Knowledge and Experience	
- Basic Knowledge and experience of current good practice and developments in special education and mainstream provision, including Ofsted frameworks and requirement - Knowledge of how the new Ofsted framework will impact the work of the school - Knowledge and understanding of the opportunities provided by various post-16 pathways and destinations, including the FE sector, traineeships and apprenticeships - Knowledge of how to promote independence and advocacy skills in children and young people with a range of special needs, including ASD - Substantial and recent experience of teaching pupils/students with special needs, including autism, to a high standard - Experience of working effectively with young people who present with a range of challenging behaviour	- Proven Particular strengths and/or interests in certain curricular areas - An active interest in educational research - Experience of leading a team through successful Ofsted - Up to date knowledge of pedagogy and digital pedagogy and the ability to make accurate and insightful judgements about the quality, effectiveness and impact of teaching, learning and assessment.
Professional Skills	
- Proven ability to demonstrate and lead outstanding classroom practice, including innovative curriculum development - Proven ability to use assessment effectively to inform pupil/student progress and to analyse data to help the target setting process	

• Evidence of successful inter-agency and multi-agency partnership working, including with parents/carers	
Leadership and Management	
• Evidence of successful and recent experience in a senior leadership and management role in a school setting • Evidence of successful joint strategic leadership • Proven ability in building and leading a staff team • Evidence of successful experience in developing initiatives and managing substantial operational change • Evidence of effective delegation and distribution of leadership to staff and effective follow-up to ensure tasks are completed to a high standard • Ability to analyse situations, prioritise and to help to implement realistic, sometimes innovative, solutions in a timely manner • Proven ability to robustly tackle staff under-performance	• Evidence of innovative and creative work with parents and carers
Personal Skills	
• Generate enthusiasm for new ideas in both pupils/students and staff, and inspire others with confidence and professional autonomy • High degree of motivation to succeed and lead through hands on approaches, visible leadership and collaborative working • A solution focused approach to problem solving • Communicate effectively to a range of different audiences, orally and in writing	

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service (DBS) as part of Orchard Hill College & Academy Trust's pre-employment checks.

As part of Orchard Hill College & Academy Trust's pre appointment checks, current and past employers will be contacted for short listed candidates.

Any discrepancies or anomalies, and/or issues from references will be discussed at interview with shortlisted candidates.