Job Description

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| Establishment: Hilton Spencer Academy |
| Post Title: Senior Vice Principal (Achievement and Curriculum) |
| Grade/Pay Range: Leadership L6-10 |
| Hours/weeks: full time |
| Responsible to: Principal  |
| Department/Team: Senior Leadership Team |

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| **Overall Purpose of Post*** To support the Principal and Senior Team in the strategic and operational leadership and management of the Academy, promoting its ethos and culture of high expectations and acting as a visible ambassador for the Academy and Spencer Academies Trust.
* With other members of the senior leadership team, the Vice Principal will undertake a range of organisational and supervisory duties and discharge routine leadership functions including the line management of other leaders within the school
* To safeguard all pupils and promote and maintain the safety and wellbeing of pupils and staff at all times

With training if necessary, the Vice Principal should be able to assume responsibility and deal with day to day matters in the absence of the Principal. In addition, senior leaders are expected to make a contribution to the Spencer Academies Trust, and support, where necessary, any of our Trust Schools. Main Duties and Responsibilities **You will play a key role in the overall leadership and management of the Academy with a specific responsibility for the progress and achievement of all pupils through the curriculum and its delivery.**The nature of the Academy year requires some activities related to the role to be done regularly whilst others will be on an annual cycle. 1. **Assessment**

You should be prepared to lead on ensuring that assessment information and associated data is used to drive achievement, ensuring it is used effectively to challenge expectations, to raise attainment, and improve progress of all identified key groups. Specific responsibilities include:* Leading the strategic and operational direction of pupil progress and achievement through structured and systematic line management of Phase leaders.
* Leading on the developing and embedding of appropriate assessment systems and the running of an accurate moderation and standardisation process, to ensure that teacher assessments are rigorous and robust and that internal data within school/Trust tracking systems is accurate.
* Ensuring prior attainment external data, such as FFT information, are used consistently and effectively so that staff have high academic expectations of all children.
* Manage, quality assure and develop the school reporting systems, including reports home.
* Take an active lead in Year Group Progress meetings, as determined by the Principal
* Analyse, evaluate and report data to key parties including the Principal, the Trust and the local Governing Body
* Lead on the development and implementation of effective intervention strategies for underachieving children including challenging underperformance
1. **Curriculum**

Lead on ensuring that the curriculum: * is consistent with the National Curriculum
* builds on the foundations of the Early Years curriculum and is a gateway to success in secondary education
* engages children with different levels of prior attainment, different interests and different needs
* prepares children for life in modern Britain, supports personal development and contributes to children knowing how to keep themselves safe (working in conjunction with the VP pastoral support)
* line manages Curriculum Lead and supports them in fulfilling their role, which includes managing subject leaders.
1. **Teaching and Learning**
* Lead colleagues within senior and middle leadership teams to develop, implement and evaluate the whole school strategy for ensuring high quality teaching across all cohorts and subjects including the delivery of high-quality professional development appropriate to career stage
* Ensure an effective quality assurance system is in place for evaluating the quality of education which children of all ages are receiving, for sharing good practice and for challenging underperformance
* Model excellent practice in terms of planning, teaching, feedback and assessment in relation to the Teacher Standards
* Manage behaviour effectively to ensure a good and safe learning environment.
* Ensure that there are effective processes for ECT induction and for the successful integration of other trainee teachers, including Teacher First, SCITT and PGCE students
1. **Leadership of others**
* Line manage members of the extended leadership team as identified by the Principal
* Undertake Appraisal and Performance Management for all staff that the post-holder line manages and appropriately manage any underperformance with support from the Principal and Trust HR Manager.
* Ensure organisation of cover supervision for PPA and other absent colleagues
1. **Corporate leadership Responsibility**
* Support the Principal, alongside other members of the senior leadership team, in keeping the school improvement plan under review and in maintaining an accurate self-evaluation summary
* Champion the needs of vulnerable children within the academy
* Establish effective relationships with parents, carers and the wider community
* Support the effective running of the school in the absence of the Principal
* Keep up to date with research related to high quality school improvement, and the operation of effective schools
* Maintain up to date professional knowledge in line with national changes and legislation as appropriate to the role, in order to carry out designated whole Academy role to a high standard.
* Effectively influence staff and children to promote high standards and expectations of academic work, behaviour and attitudes within the Academy.
* Contribute to outreach school improvement within The Spencer Academies Trust.
* Be a strong and visible leader throughout the Academy.
* Contribute to an ethos where staff are motivated and supported to develop their skills and knowledge and where emerging talents are nurtured
1. **General**
* Establish effective and professional relationships with all academy colleagues, irrespective of their role, and operate with integrity
* Maintain confidentiality of records and information
* Be aware of and comply with all Trust policies including Health and Safety and Safeguarding
* Use all Trust standard computer hardware and software packages where appropriate
* Participate in the Trust Appraisal process and undertake professional development as required
* Adhere to all internal and external deadlines
* Establish constructive relationships with other schools and agencies as appropriate to the role.

These above-mentioned duties are neither exclusive nor exhaustive, the post- holder may be required to carry out other duties as required by the Trust.**Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.** |
| Name of Post holder: |
| Signature: |
| Date: |

Person Specification

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| **All aspects are essential unless marked otherwise** | **Evidenced by A,I,R** |
| **Qualifications and experience** |  |
| * Qualified Teacher Status
* Evidence of appropriate and recent professional development
* Proven track record of excellent classroom practice in a primary phase school
* Evidence of successful exercise of a whole school responsibility or significant contribution to whole school initiatives
* Experience of leading a team
* Experience of contributing to effective staff professional development
 | AARA/IA/IA/I |
| **Leadership knowledge and skills** |  |
| * A clear educational philosophy linked to high expectations
* Ability to lead, support, develop, motivate and challenge teams and individuals
* Ability to delegate responsibility, deploy staff effectively and provide a focus for improvement
* Ability to innovate, manage change and evaluate its impact
* Excellent problem-solving skills
* Developed skills in self-evaluation
* Ability to be an ambassador for the Academy and provide support for other schools
* Ability to see the big picture, think strategically and maintain a hands-on approach
* Understanding of current educational developments and relevant research
* Ability to coach others to improve performance
* Maintains pupil discipline and commands respect e.g. assemblies
* Potential for Headship (**Desirable)**
 | A/IIIA/IIA/IA/IA/IA/IA/IA/I |
| **Teaching and Learning** |  |
| * Proven track record of raising academic standards and delivery against targets
* Experience of implementing a range of effective intervention strategies
* Role model as excellent classroom practitioner – capable of delivering consistently high-quality teaching including the use of technology to enhance children’s learning
* Good knowledge and understanding of pedagogy and how to help children learn effectively
* A child centred, inclusive, positive, “can do” approach to learning
* Proven track record of improving teacher performance
* Experience of accurately monitoring and evaluating the quality of teaching
 | A/IA/IA/IA/IA/IA/IA/IA/I |
| **Personal qualities** |  |
| * Personal gravitas, presence and impact which inspires others
* Energy, enthusiasm and a positive can-do approach
* Tenacious and able to pursue matters to a close
* High level oral, written, communication and evaluation skills
* Excellent interpersonal skills
* Ability to be reflective and self-critical
* Ability to remain calm, focussed and effective under pressure and meet tight deadlines
* Flexibility in working practices and adaptability to change
* Commitment to the highest standards of child protection and safeguarding
* Recognition of the importance of personal responsibility for health and safety
 | A/IIIIA/IIA/III |

A=application I=Interview R = Reference