



## **Job Description – Senior Vice Principal**

**Salary: LPS 22-26**

**Responsible to: Principal**

### **Main duties/responsibilities**

The Senior Vice Principal, under the direction of the Principal, will take a major role in:

- Working very closely with the Principal around all areas of school improvement.
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Holding staff to account
- Monitoring progress towards the achievement of the school's aims and objectives
- Leading to ensure the highest standards of education, whether that be in areas such as pastoral care, safeguarding and behaviour of students or curriculum, assessment, timetabling and general quality of education.
- Leading staff to ensure that staff are clear in their responsibilities, are well prepared and trained for their role in improving the education experience of the students.
- If the Principal is absent, the Vice Principal will deputise, as directed by the governing board. The Senior Vice Principal will also be expected to fulfil the professional responsibilities of a Principal, as set out in the School Teachers' Pay and Conditions Document (STPCD).

### **Qualities**

The Senior Vice Principal will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
- Embody the values and mission of the school
- Have high expectations of self and others
- Be self-sufficient and have the capacity to be creative, developing new ideas and the energy to drive through change.

### **Duties and responsibilities**

#### **Leadership**

- Support the Principal in the day-to-day management of the school
- Communicate the school's vision compellingly and support the Principal's strategic leadership
- Lead by example, focusing on providing excellent education for all pupils
- Lead on whole-school strategies and policy areas related to the designated area of responsibility as stated by the Principal.
- Be fully understanding of safeguarding responsibilities in school.
- Establish and implement and embed whole-school systems for that designated area of responsibility

- Build positive relationships with members of the school community
- Keep up to date with developments in education
- Seek training and continuing professional development to meet own needs
- Collaborate with all stakeholders to get their feedback

### **Managing staffing and communication**

- Select and recruit new staff
- Providing training and support for teachers and support staff
- Performance manage middle leaders and senior leaders including carrying out appraisals, providing professional development opportunities, and holding staff to account to their performance
- Create an ethos within which their direct reports are motivated and supported to develop their skills and knowledge
- Manage staff with empathy and integrity
- Commit to their own professional development, proactively identifying development opportunities
- Manage your own workload and wellbeing and that of others to allow an appropriate work/life balance.

### **Modelling best practice for teachers**

- Demonstrate excellent performance against parts one and two of the teacher's standards: teaching and personal and professional conduct
- Implement strategies and initiatives to share best practice with others in the school, developing confidence and skills in others
- Act as a role model for empathy and integrity
- Ensure all team members are treated with equity and respect and be proactive in supporting all team members regardless of their need.

### **Systems and processes**

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Ensure that systems overseen, are consistently implemented and embedded
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on developing exemplary behaviour and attitudes to learning
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the governing board as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school by empowering others to lead

### **Organisational management and school improvement**

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

### **Professional development**

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs

### **Governance, accountability and working in partnership**

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

### **School culture**

- Create a culture where pupils experience a positive and enriching school life with a safeguarding culture in all aspects of school
- Ensure a culture of effective systems and process which are rigorously monitored, evaluated, consistently applied and where necessary modified generally, and specifically in relation to all aspects of responsibility areas.
- Establish and implement whole-school systems that are in line with the vision and values of the school.
- Ensure high standards of behaviour from pupils, built on rules and routines that are understood by all staff and pupils and consistently applied and demonstrated by all adults in school
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism alongside staff wellbeing
- Promote a culture and practices that enable all pupils to access the curriculum
- Have ambitious expectations for all pupils including those who are disadvantaged and those with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals
- Make sure the school provides the highest standards of support for children who are looked after and those with the most complex needs

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Vice Principal will carry out. The post holder may be required to do other duties appropriate to the level of the role.

	Essential	Desirable
<b>Qualifications and training</b>	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> <li>• Graduate with qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further training e.g. NPQ</li> </ul>
<b>Experience</b>	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> <li>• Significant leadership and management experience in a school</li> <li>• Evidence of being involved in leading a school improvement project</li> <li>• Involvement in school self-evaluation and development planning</li> <li>• Line management experience</li> <li>• Experience of developing staff</li> <li>• Experience of leading on behaviour in a culture of restorative and relational practice</li> <li>• Experience of working in safeguarding</li> <li>• Experience of working with children who are looked after</li> <li>• Experience of developing, monitoring and evaluating effective routines, systems and processes</li> </ul>	
<b>Knowledge and skills</b>	<p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> <li>• An excellent classroom practitioner</li> <li>• Specific &amp; up to date specialist knowledge appropriate to developing others</li> <li>• Knowledge of strategies to lead and empower a team of staff</li> <li>• Significant knowledge on creating a safeguarding culture</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to apply knowledge and understanding of the characteristics of high-quality teaching and to articulate to colleagues how the quality of learning can be improved</li> <li>• Willingness to learn and apply new strategies for improving and sustaining the highest quality of teaching, learning, achievement, behaviour and safeguarding</li> <li>• An understanding of good practice when carrying out quality assurance</li> <li>• Ability and willingness to utilise ICT/Technology to aid teaching and learning</li> <li>• Strong communication skills and the ability to relate to people at all levels</li> <li>• The ability to think strategically but have an 'eye for detail' – be able to turn theory and ideas into practice</li> <li>• Ability to apply highly effective behaviour management strategies and to encourage colleagues to do the same</li> <li>• Ability to demand the highest standards, using flair and creativity to engage, enthuse, motivate and challenge pupils of all abilities, needs and backgrounds including those who are Pupil Premium and those who have Special Educational Needs</li> <li>• Highly effective organisational, personal management and time management skills</li> <li>• Work independently and be a team player</li> <li>• Ability to communicate a vision and inspire others</li> <li>• Ability to use data to inform and to demonstrate impact</li> </ul>	
<b>Personal qualities</b>	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> <li>• Commitment to continuing own professional development</li> <li>• Commitment to support, mentor and coach colleagues in managing and evaluating change</li> <li>• Commitment to promote innovations that raise pupils' levels of</li> </ul>	

	<p>attainment and progress</p> <ul style="list-style-type: none"> <li>● Work in ways that promote equality of opportunity for all</li> <li>● Commitment to abide by and uphold the policies on Equal Opportunities, Health and Safety and Child Protection at Parkside</li> <li>● Self-awareness, empathy, managing feelings, motivation, social skills</li> <li>● Ability to work under pressure and prioritise effectively</li> <li>● Commitment to maintaining confidentiality at all times</li> </ul>	
<b>DBS</b>	<ul style="list-style-type: none"> <li>● The successful candidate will require an enhanced DBS check and for them to be signed up to the DBS update service.</li> </ul>	