



## Senior Vice Principal Job Description

<b>Salary Scale:</b>	L17 – L20
<b>Contract type:</b>	Full Time (Permanent)
<b>Reporting to:</b>	Principal
<b>Responsible for:</b>	Line Management of Year Leaders Continuing Professional Development including ECTs and Trainee Teachers Mathematics (Or another key area across the school) Whole School Assessment

### **Main purpose**

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

- Formulating the aims and objectives of the school
- Acting as a role model in both the school's and The Elliot Foundation's vision and values
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Lead the school one day a week and deputise for the Principal in her absence

The Senior Vice Principal will also be expected to fulfil the professional responsibilities of a Headteacher/Principal, as set out in the School Teachers' Pay and Conditions Document (STPCD) and Headteachers Standards (2020).

### **Duties and responsibilities**

#### **Qualities, Knowledge and Organisational Effectiveness**

Under the direction of the Principal:

- Support with the day-to-day management of the school
- Communicate the school's vision compellingly and support strategic leadership
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context
- Seek training and continuing professional development to meet own needs
- Lead a core subject and a key area of the school's development (at present these are Mathematics and Assessment)

#### **Pupils, Staff and Curriculum**

Under the direction of the Principal:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Ensure excellent teaching in the school, including through training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice
- Lead the development of Year Team Leaders so that high standards are achieved across the school reflected in a strong sense of accountability on the impact and evidence of their work on whole school improvement

## **Culture, ethos, systems and structures**

Under the direction of the Principal:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the community council and The Elliot Foundation Academies Trust as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership and collaborative leadership throughout the school
- Be responsible for ensuring all staff have a clear understanding of the framework for the teaching of Mathematics including a consistent, robust approach to fulfil high expectations for all groups of learners
- Be responsible for the leadership of assessment across the school ensuring that assessment systems are fully understood and implemented by all so that pupils make rapid progress from their baselines

## **The self-improving school system**

Under the direction of the Principal:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education
- Support the development of a globally immersive curriculum so that pupils are able to make "live" links to learning with a particular focus on "community engagement"
- Support the development of a rigorous school development plan ensuring that the areas for development are fit for purpose and the SDP is monitored effectively for impact and evidence of success and next steps

## **Other areas of responsibility**

### **Director of Mathematics**

- To lead on the development of Mathematics across the school ensuring that it is taught in line with coverage of the National Curriculum and that teaching and learning in Mathematics is innovative, engaging and relevant to the needs of all groups of pupils.
- To ensure where appropriate, that Mathematics makes links to learning in the wider curriculum, working collaboratively with the Vice Principal for Curriculum, SLT and Year Team Leaders.

Typical activities will normally include:

- Modelling aspirational teaching
- Team teaching
- Observing lessons and advising teachers how to improve the quality of their teaching;
- Scrutinising teachers' planning, pupils' work and giving feedback for improvement;
- Leading training sessions;
- Partnership with West London Maths Hub and NCETM to enhance Mathematical teaching and learning
- Ensuring that colleagues are kept up to date with new initiatives;
- Coaching, mentoring and induction of teachers, NQTs and trainees;
- Advising on practice, research and continuing professional development opportunities;
- Advising on the use of assessment for Mathematical learning and its impact on pupil progress;
- Evaluating the learning environment and supporting colleagues in developing an engaging and interactive environment that promotes learning for all e.g. working walls;
- Advising teachers on the effective deployment of additional adults in the classroom for the best impact on pupil outcomes;
- Providing support to teachers who are experiencing difficulties in performance including those being supported through a managerial support programme or going through a capability process.
- Lead professional development training, including staff INSET, coaching and team-teaching.
- Work with parents and outside agencies to continue to develop excellent home/school partnerships

## **Director of Assessment**

- To lead on ensuring a consistent approach to AfL and assessment across the school including clear expectations of all staff in terms of recording, reporting and analysis of assessment on Scholarpack (and other assessment systems as required).

This will include:

- Identifying priorities for improvement, writing an action plan for assessment
- Implementing, monitoring and evaluating of assessment reporting the effectiveness of the strategies to the Principal, Senior Leadership Team and Governing Body.
- Monitor and evaluate assessment across the key stages to identify trends in pupil performance and areas for improvement.
- Liaise with subject leaders and year leaders accordingly with a particular emphasis on the progress of pupil groups and school development priorities
- Work in partnership with the Director of English; Vice Principal for Curriculum and Vice Principal for Inclusion to monitor progress of all groups of pupils
- Work in partnership with Assessment Leaders across TEFAT
- Participate in the Curriculum and Assessment Special Interest Group, fulfilling any trust wide requirements as part of Assessment across the school
- Responsibility for registration for statutory testing and delivery of testing in line with government /DfE requirements

## **Continuing Professional Development Leader**

**Provide a high quality training and development programme for all leaders of learning at all levels working in partnership with a wide range of stakeholders.**

- Act as a team leader for appraisal and performance management
- Identify quantifiable and challenging pupil progress targets with teachers and support staff within their performance management objectives.
- Within the performance management process support teachers and support staff in planning appropriate strategies to achieve pupil progress targets and effective curriculum provision.
- Lead professional development training, including staff INSET, coaching and team-teaching
- Lead and manage the CPD strategy across the school monitoring and reviewing impact on whole school improvement and pupil progress
- Be responsible for the leadership of the ECT programme working in partnership with mentors; Elliot Foundation leaders and Best Practice Network providing a clear training plan that meets DfE, trust and school expectations
- Be responsible for the leadership and support of trainee teachers (SCITT, Apprentices, Student Trainees eg PGCE); their mentors and ensure a rigorous and high quality training programme in partnership with partner universities
- Support the Principal in school's practitioner led research programme ensuring learning is shared and embedded in classroom practice

The Senior Vice Principal will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct, acting as one of the school's Deputy Designated Safeguarding Leads. 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 Senior Vice Principal will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal.

Additional Notes and/or Responsibilities:

Signed: \_\_\_\_\_ Senior Vice Principal      Date: \_\_\_\_\_

Signed: \_\_\_\_\_ Principal      Date: \_\_\_\_\_

# Person Specification

CRITERIA	QUALITIES	ESSENTIAL (E) OR DESIRABLE (D)	
		E	D
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Degree</li> <li>• Qualified teacher status</li> <li>• Experience teaching across the primary age range</li> <li>• Masters Degree or Higher Qualifications</li> <li>• Professional development in preparation for a senior role eg NPQSL</li> <li>• Training and Experience as a DSL</li> <li>• Training as a Mathematics Leader across the primary age range</li> </ul>	✓ ✓ ✓	✓ ✓ ✓ ✓
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful leadership and management experience in a school</li> <li>• Teaching experience (minimum 5 years)</li> <li>• Involvement in school self-evaluation and development planning</li> <li>• Line management experience</li> <li>• Experience of contributing to staff development</li> <li>• Experience of leading a major area of school development (eg Mathematics, curriculum, assessment)</li> <li>• Experience of leading practitioner led research enquiries/action research</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓	✓
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Data analysis skills, and the ability to use data to set targets and identify weaknesses</li> <li>• Understanding of high-quality teaching, and the ability to model this for others and support others to improve</li> <li>• Understanding of school finances and financial management</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to communicate a vision and inspire others</li> <li>• Ability to build effective working relationships</li> <li>• Knowledge of the curriculum and assessment as it applies to Primary schools</li> <li>• Knowledge of an enquiry based approach to learning/Project Based Learning</li> <li>• Knowledge of and skills to lead Mathematics across the school</li> <li>• Knowledge of the NCETM spines for Mathematics</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school and The Elliot Foundation Academies Trust</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> <li>• Commitment to research based learning and development</li> </ul>	✓ ✓ ✓ ✓	✓