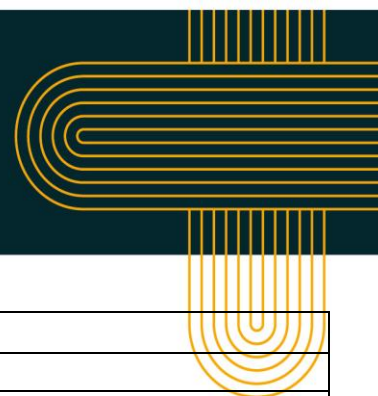




Job Description

Post Title:	Vice Principal
Accountable To:	Principal
Scale:	Leadership Point 21-25

PURPOSE OF THE POST

In conjunction with the Principal, the Vice Principal will provide strategic and operational leadership to support the continued development of the academy. The postholder will be committed to improving outcomes for all students, supporting them throughout their educational journey from Key Stage 3 through to Key Stage 4 and beyond, and ensuring the highest standards of teaching, learning, behaviour and personal development. Working closely with staff, students, parents, governors, The GORSE Academies Trust and external partners, the Vice Principal will contribute to the realisation of the academy's vision, support social mobility and help secure outstanding educational provision for all students. The Vice Principal will also deputise for the Principal in their absence.

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the Academy's policy statements to fulfil the general aims and objectives of the Academy's Leading Learning Plan.

Developing Professional and Constructive Relationships

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Promote the academy vision and values and an ethos in which the highest achievements are expected from all members of the academy community.
- Establish and develop effective team working practices.
- Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies.
- Ensure an aspirational and motivational culture is developed, sustained and celebrated.
- Be able to prioritise, be efficient and meet deadlines.
- Be an effective and clear line manager.

Working Within the Law and Frameworks

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
- Know how to identify potential child abuse and follow safeguarding procedures.

- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.

Developing Practice

- Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e. training, mentoring etc.)
- Recognise the importance of self-evaluation in raising standards
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being refining their approaches where necessary.
- Work effectively with the Principal and Executive Principal, the Chair of the Local Governing Body and the Local Governing Body itself to enable it to meet its responsibilities for securing effective teaching and learning and high standards of achievement, and for achieving efficiencies and value for money.
- Work closely with the Board of The GORSE Academies Trust, its other academies, strategic partners and stakeholders.

Teaching, Learning and Curriculum

- Promote and model inspirational teaching and learning around all subjects.
- Plan for progression across the age and ability range.
- Design opportunities for learners to develop literacy, numeracy, digital and thinking skills.
- Teach engaging and motivating lessons designed to raise attainment.
- Use a range of teaching strategies and resources, including digital and technology-enhanced learning.
- Build on prior attainment to secure sustained progress.
- Develop concepts and processes which enable learners to apply new knowledge and skills.

Assessment, Standards and Achievement

- Make effective use of observation, assessment, monitoring and recording strategies.
- Provide learners, colleagues and carers with timely, accurate and constructive feedback.
- Support learners to reflect on their learning and identify targets for improvement.
- Use assessment to diagnose needs, set ambitious targets and inform future teaching.
- Use academy, Trust and national data effectively to improve standards and outcomes.

Behaviour, Safeguarding and Personal Development

- Manage pastoral care, student welfare, child protection and anti-bullying procedures effectively.
- Establish a purposeful and safe learning environment.
- Manage learners' behaviour constructively.
- Promote learners' self-control, independence and cooperation.
- Support students' personal development, wellbeing and readiness for future education, employment and training.

Strategic Direction and Development

- Support the Principal in the communication of the vision, effective management and operational efficiency to fulfil the ethos of the academy.
- Lead on key areas of responsibility that ensure the delivery of exceptional educational provision and outstanding outcomes for all students.
- Work in conjunction with community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities.
- Develop and maintain effective partnerships with parents, carers, external agencies, employers, business partners and community organisations to support student achievement, personal development and future progression opportunities.

- Promote the academy as a central resource within the local community and contribute to strengthening relationships across the Trust and wider stakeholder network.

Professional Knowledge and Understanding

- Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local data to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Personal Responsibilities

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.
- To complete AM, Break, Lunch & PM duties as required by the Principal.

Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation and suitable references.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

Person Specification

Criteria
Qualifications
• Good honours degree in relevant subject. • Qualified Teacher Status. • MA/further qualification relating to educational pedagogy.
Knowledge and Skills
• Ability to turn vision into reality. • Ability to inspire and motivate others. • Ability to lead and manage a fully inclusive school. • Ability to lead the design, implementation and development of an ambitious and innovative secondary curriculum. • Ability to understand, analyse and make effective use of a wide range of data. • Ability to work effectively with members of the local community and a range of stakeholders in developing the Academy as a community resource. • Ability to provide a safe environment to ensure the physical and psychological safety of students. • Outstanding classroom practitioner with a strong understanding of effective teaching, learning and curriculum development. • Good knowledge and understanding of current educational thinking. • Exceptional levels of literacy and the skills to disseminate this knowledge to others. • Proven ability to use intervention strategies to raise attainment and achievement. • Extensive understanding of the opportunities and challenges within secondary education. • An understanding of associated external agencies and avenues of support for young people.
Experience
• Track record of successful senior leadership experience. • Experience of successfully changing organisational culture in relation to aspiration, teaching practices and standards. • Experience of leading curriculum development, teaching and learning, assessment and school improvement within a secondary setting. • Experience of improving outcomes for disadvantaged students and students with SEND. • Experience of raising standards. • Excellent record of securing strong student progress, attainment and outcomes, including public examination performance. • Experience of delivering INSET. • Financial, budgetary and resource management experience. • Experience of developing effective partnerships with parents, carers, community organisations, employers and external agencies. • Experience as a Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.
Continuous Professional Development
• Evidence of commitment to Continuing Professional Development • Ability to lead the development of others
Personal Qualities
• A passion for education and making a difference. • Excellent communicator. • Effective team leader/member.

• Drive and determination.
• Ambition.
• Energy, enthusiasm and a sense of humour.
• The ability to forge effective relationships that support academy improvement.
• The ability to lead an area of responsibility successfully and ensure outstanding practice is disseminated across the academy.

Reviewed: Sept 26

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.

Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.