

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title: Vice Principal (Secondary)	Grade: Leadership range 18 - 22
Job Family: Teaching	
<p>Overall Purpose of Job:</p> <p>As a Vice Principal, you will support the Principal and other SLT members to provide high quality leadership and management in line with the needs of the academy and ensure the academy runs at the most effective level possible.</p>	
<p>Role and Responsibilities:</p> <ol style="list-style-type: none"> 1. You will contribute to the work of the Senior Leadership Team in line with the requirement set out by the Principal 2. You will have a 'deep' area as your major focus (i.e., Learning / Experience / Support / Leadership) 3. You will ensure that intervention, challenge, and support is provided across all curriculum areas to ensure the highest possible outcomes are achieved for all students 4. You will ensure all Trust systems and policies are implemented consistently and to a high standard 5. You will ensure effective teaching and learning throughout the academy through effective monitoring, evaluating, challenging, and developing staff and modelling excellent practice through your own teaching 6. You will actively pursue continuous professional development as a potential Principal and engage in support /consultancy work in at least one other academy per year 7. You will actively promote equality, diversity and inclusion at all levels of academy activity 8. You will act as Principal of the academy as may be needed 9. You will be flexible to meet the constantly changing demand of the role 10. You will be prepared to undertake outreach work on behalf of the academy 11. You will keep up to date on educational development, strategy and thinking 12. You will show commitment to the rigorous continuous improvement of the academy 13. You will demonstrate a positive commitment to working with all stakeholders (students, parents, staff, etc) to improve the performance of the academy 14. You will put 'students first' in everything you do 15. You will be committed to supplying a high-quality workforce to provide the best possible opportunity for all our students <p>General</p> <ol style="list-style-type: none"> 16. You will be aware of and comply with policies and procedures relating to child protection, inclusion, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person without delay. 17. You will participate in training and other learning activities and performance development as required. 18. You will ensure you carry out your role in a way that demands high standards whilst supporting inclusion and welcoming diverse thinking. 19. You will ensure strict confidentiality in all areas of work. 20. You will work and process personal and sensitive information in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR). 21. You will ensure work is conducted in a way that protects the safety and security of information (e.g., strong passwords, reporting breaches, securing paper records, securely disposing of records). 22. You will understand and comply with the statutory guidance regarding safeguarding of children, always ensuring the safeguarding and promotion of children's welfare, reporting any concerns to the Designated Safeguarding Officer at once. 23. You will always comply with the Trust's policies and procedures. 	

24. You will undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

KNOWLEDGE, SKILLS & EXPERIENCE

Essential

- Post Graduate Certificate of Education (PGCE) or equivalent (A/C)
- Qualified Teacher Status (QTS) (A/C)
- Up to date knowledge in subject, national policy, pedagogy, classroom management strategies, research/inspection findings and statutory requirements (A/I)
- Knowledge of the current professional teaching standards (A/I)
- Significant experience at senior leadership level (A/I/R)
- An outstanding classroom practitioner with the highest expectations for progress of all students (A/I/R)
- Thorough understanding of recent curriculum developments (A/I/R)
- Experience of monitoring and improving the quality of teaching and learning through rigorous quality assurance procedures (A/I/R)
- Proven experience of developing good working relationships with all stakeholders (A/I/R)
- Proven experience in the analysis of performance data for the purposes of target setting, monitoring and evaluation (A/I/R)
- Experience of strategic planning (A/I/R)
- Proven commitment to excellent and respectful behaviour from the whole academy community (A/I/R)
- Proven successful experience of leading whole school initiatives aimed at raising standards (A/I/R)
- Demonstrable ability to work effectively in a wide range of partnerships to achieve academy improvements (A/I/R)
- Proven ability to lead, manage and motivate teams effectively (A/I/R)
- Excellent communication skills in a variety of contexts (A/I/R)
- Lead, manage and coordinate staff through an effective team-based approach (A/I)
- Ability to understand complex organisations and work with clearly defined line management and supervision structures (A/I/R)
- Ability to monitor and evaluate the work of others, to offer support and intervention where necessary (A/I/R)
- Commitment to raising standards and aspirations to ensure high levels of achievement and progress (A/I/R)
- Ability to work on own initiative and be pro-active (A/I)

Desirable

- Further professional/academic study in NPQML/NPQSL/NPQH or the desire to work towards it (A/C/I)
- Comprehensive knowledge of performance management requirements in an educational context (A/I)

Key: C – Certificate; A – Application Form; I – Interview; R - Reference

BEHAVIOURS

- Pleasant and friendly manner
- Polite
- Punctual
- Reliable
- Flexible
- Passion for learning
- Takes initiative
- Self-motivated
- Resilient
- Determined to succeed
- Emotionally intelligent

CONTACTS AND RELATIONSHIPS:

Managers - in daily contact with senior leaders/Principal within the academy.

Support Staff – in regular contact with support staff who are involved in classroom support, HR, finance, cleaning, catering, site supervision and health and safety.

Trust Staff – in contact with Trust staff within the wider Education team (e.g., Subject Directors), Teaching Schools, Finance, Facilities, and Human Resources.

External – in regular contact with parents/carers, AAB members, visitors, external agency professionals, suppliers, contractors, trade unions, as required.

Note:

This job description is provided for guidance only and does not form part of the contract of employment.

The post holder will be subject to an enhanced DBS check with barred list.