Vice Principal

Job Description

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| Salary/grade range | Negotiable |
| Location | Carnforth High School |
| Reports To | The Principal |

**Overall Job Purpose**

To work as a member of the school’s core SLT to support school development, working with the Principal, in leading the Senior Leadership Team, to build on the foundations already in place so that student outcomes improve significantly and sustainably.

This is an exciting opportunity that would suit a Senior Leader or Assistant Principal who is looking for a new challenge, or an experienced Middle Leader who has had a proven track record of improving pupil outcomes.

The successful candidate will be:

* An experienced and highly effective Senior Leader, with an excellent track record.
* Aligned to the values of our Academy and The Bay Learning Trust
* Someone who passionately believes that all children can achieve, no matter what their starting point, background or needs.

The expectations of all members of the Senior Leadership Team:

The role of senior leaders encompasses but exceeds the specific tasks assigned. The following are the generic expectations of Senior Leaders at Carnforth High School:

* To assist the Principal in leading and managing the school, and to deputise when required.
* To contribute to, and actively support and promote, decisions made by the Leadership Team.
* To subscribe to the concept of “private honesty, public loyalty” at all times.
* To maintain the confidentiality of the team.
* To take a lead in all aspects of the school’s life e.g. assemblies, whole school events.
* To be highly visible and high profile around school during the day and be part of the SLT duty rotas.
* To take a lead role in ensuring impeccable pupil behaviour and disruption-free teaching.
* To encourage and support staff.
* To challenge poor conduct and underperformance.
* To be proactive and creative in anticipating and solving problems.
* To be an effective communicator verbally and in writing.
* Play a major role, under the overall direction of the Principal and in collaboration with other members of SLT, in formulating and reviewing the Academy Improvement Plan.
* To work with the DSL to ensure that the school remains fully committed to safeguarding pupils.
* To assist in the recruitment and selection of teaching and support staff.
* To demonstrate and consistently articulate high expectations of teaching and behaviour.
* To prioritise own health and the wellbeing of staff.
* Be diligent in attending to personal professional development.
* To create sound strategies rooted in research and evidence.
* To secure healthy accountability using intelligent processes, including reporting to Governors’ Committees.

Senior Leaders are expected to model the following values, behaviours and attitudes:

* Putting pupils first and being positive about young people.
* Having a commitment to excellence and high standards in everything we do.
* Having, and communicating, the highest expectations of young people academically and personally.
* Having a commitment to social justice and equality of opportunity.

**All senior leaders are expected to align and develop all internal academy systems to minimise unnecessary workload and bureaucracy, and to lead the academy’s work on promoting the highest levels of staff and pupil wellbeing.**

Individual roles and responsibilities are assigned below; however, the academy exists as an entity and to ensure effectiveness it will be crucial to understand that all areas of work and responsibility are interrelated and independents of them. Depending on the needs of the academy, specific roles may be altered from time to time in consultation with the Principal. Job descriptions will be reviewed annually.

**The exact roles and responsibilities will be determined dependent upon the successful candidate’s strengths.**

Person Specification

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| **Qualifications** | | | |
| Quality | Essential | Desirable | How this will be assessed |
| Relevant degree | Yes |  | A/R/I |
| Teaching qualification with QTS | Yes |  | A/R/I |
| NPQSL/NPQH or equivalent |  | Yes | A/R/I |
| Evidence of appropriate professional development for the role of Vice Principal | Yes |  | A/R/I |

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| **School Leadership and Management Experience** | | | |
| Quality | Essential | Desirable | How this will be assessed |
| * Be able to demonstrate successful/effective leadership in school * To have taken an active involvement in school self-evaluation and development planning * To have implemented and developed a successful whole school initiative * To have had experience of and ability to contribute to staff development (e.g. coaching, mentoring, INSET for staff) | Yes  Yes  Yes  Yes |  | A/R/I |
| **Experience and knowledge of teaching**   * To be able to effectively use data, assessment and target setting to raise standards/address weaknesses * To be able to demonstrate how their leadership has improved student outcomes | Yes    Yes |  | A/R/I |
| **Professional Attributes**   * Demonstrate an awareness of the needs of the pupils at Carnforth High School and how these could be met * Excellent written and verbal communication skills (which will be assessed at all stages of the process) * To be a leader of learning demonstrating, promoting and encouraging outstanding classroom and intervention practice. * Show an excellent commitment to sustained attendance at work | Yes  Yes  Yes  Yes |  | A/R/I  A/R/I  A/R/I  A/R/I |

**Professional Skills**

These are based on the National Standards of Excellence for Headteachers 2015. Whilst a Vice Principal is not expected to be fulfilling these standards, candidates will need to demonstrate some evidence that they are working towards aspects of each standard as outlined below. Whilst candidates may present some evidence within their letter of application, current progress towards these standards will be explored more fully in the interview process. The essential criteria indicated below reflect the need for candidates to be committed to working towards these standards.

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| Quality | Essential | Desirable | How this will be assessed |
| **Qualities and Knowledge**   * Hold and articulate clear values and moral purpose focused on providing outstanding education for the pupils at Carnforth High School * Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community * Lead by example—with integrity, creativity, resilience, and clarity—drawing on their own scholarship, expertise and skills, and that of those around them * Have evidence from performance management that your standard of teaching and learning is regularly good or better | Yes |  | A/R/I |
| **Pupils and Staff**   * Ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes * Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils’ well-being * Establish an educational culture of “open classrooms” as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis * Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other * Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning * Hold all staff to account for their professional conduct and practice | Yes  Yes  Yes  Yes  Yes  Yes |  | R  A/R/I  A/R/I  A/R/I  A/R/I  A/R/I |

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| --- | --- | --- | --- |
| Quality | Essential | Desirable | How this will be assessed |
| **Systems and Process**   * Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity. * Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice. * Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making. | Yes |  | A/R/I |
| **The Self-improving school system**   * Work with other schools and organisations in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils * Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils * Harness the findings of well evidenced research * Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff | Yes |  | A/R/I |
| **Personal Qualities**   * You can demonstrate courage and resilience in difficult times * Inspire, challenge, motivate and empower teams and individuals to achieve high goals * Be honest and transparent with great personal integrity * Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people * Prioritise, plan and organise themselves and others * Think analytically and creatively and demonstrate initiative in solving problems * Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others | Yes |  | A/R/I |