**Outline Job Description and Person Specification**

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| **Position Title** | **Vice Principal - Curriculum & Standards** |
| **Location** | Okehampton Community College |
| **Reporting to** | Principal |
| **Job Term** | Permanent |
| **Hours** | Full Time |
| **Salary** | £65k to £70k depending on experience |
| **Organisation** | Dartmoor Multi Academy Trust |
| **Effective date of JD** | November 2021 |

This is an exciting opportunity to join the Trust, leading on developing curriculum in a large secondary and sixth form College, within the Trust’s portfolio. There are currently 17 schools within Dartmoor Multi Academy Trust, 3 secondary and 14 primary schools. A new SEHM school will be joining the Trust in 2022.

**Summary of Role:**

The vice principal will provide excellent strategic, professional, and operational leadership and management enabling the academy to ensure every learner has an outstanding experience and education whilst inspiring children and young people to raise their aspirations.

The role requires the vice principal to ensure the cooperative identity of the Trust is fostered and maintained. The principal will be an inspirational and creative leader of the team and will be responsible for the internal organisation, management, and control of the school.

Through their leadership, the principal will create an outstanding learning ethos and provide educational vision and direction for our staff. They will ensure the curriculum offer, inclusion practices and related policies secure effective teaching, successful learning, and achievement by all students. This will show sustained improvement over time. They will ensure the College curriculum supports the Trust’s vision for personalised learning and take action where necessary.

The role involves managing staff and resources in the school and playing a role in the direction of the education regarding formulating and reviewing development plans, progress and aims and objectives of the school.

The vice principal will lead and manage the creation and implementation of a coherent vision and a strategic plan for raising attainment at key stages 3,4 and 5. They will plan for effective monitoring, evaluating, and reviewing of the action plan to secure progress and College improvement.

It is critical the principal ensures that policies and practices take account of national, local and College data, and inspection and research findings. They will monitor, evaluate, and review the effects of curriculum policies, priorities, and targets for the College.

The role may require some travel to Trust educational settings and offices.

**Main duties and responsibilities**:

Providing operational and strategic leadership of all activities relating to the effective management of the school whilst embracing the organisational vision and taking an active role in promoting the Trust across and within our communities and supporting the development of our family of schools and academies. The Vice Principal will be the ‘lead professional’ and nurture leadership and management skills in others. Facilitate outstanding management and organisation systems and ensuring your teams are highly organised, adept at analysing needs and planning future developments.

Managing, monitoring, and reviewing the range, quality, quantity and use of all curriculum resources in order to improve the quality of education, and improve students’ achievements. Creating an ethos, curriculum and educational direction which secures sustained improvement in students’ spiritual, moral, social, and cultural development so preparing them for opportunities, responsibilities, and experiences in adult life.

Responsibility for the overall management of all school resourcing, in collaboration with Trust colleagues (e.g., Finance, HR, Estates). Developing a coaching culture that supports all members of staff in the performance of their work by providing clear expectations and guidance, encouraging responsibility in their own management, and valuing everyone’s contribution and responsibility. Understanding the expectations of others, including subject leaders and SENCOs, and ensure teachers and other staff are appropriately trained, monitored, supported, and assessed in relation to inclusion and safeguarding.

Establishing a culture that promotes excellence, equality, high expectations and aspirations of all children with systems that ensure safeguarding and child protection are of the highest priority.

Prioritising the safeguarding and welfare of all children and young people ensuring current guidance and regulations are adopted and fully adhered to withing the school and any concerns relating to child protection or protection of vulnerable adults is reported to the appropriate authorities.

Designing and implementing an ambitious and effective curriculum, including enrichment activities, that addresses barriers to learning and motivates the children and young people and is personalised to meet individual needs.

Monitoring, evaluating, and reviewing teaching delivery in the classroom and progress and attainment of all children and young people, developing and implementing improvement strategies where required.

Using appropriate student data including data tracking and benchmarks to set, monitor, evaluate and report on progress and improvement. Ensuring that curriculum and inclusion policies and practices are fully evaluated in partnership with governors and other members of the school community. The impact of these evaluations must be monitored in the areas for improvement. Present a coherent and accurate account of the College’s performance, appropriate to a range of audiences including governors, the Local Authority, partner schools, parents/carers, and Ofsted.

Ensuring all staff, volunteers, contractors, and all relevant visitors to the school have undergone the required clearances that are comprehensively documented in central records and appropriate personal files maintained.

Working alongside the Local Stakeholder Board to ensure that local governance makes a strong contribution to the academy’s performance. Work with network partners and other agencies to ensure that the strategic vision for the development of the curriculum continues to improve the life chances of all students at the College.

The postholder must be prepared to undergo an Enhanced Disclosure and DBS checks and obtain any other statutorily required clearances.

**Detailed Person Specification:**

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| **Criteria** | **Essential** | **Desirable** |
| Professional Qualifications and Learning | * QTS * Held variety of roles and responsibilities | * NPQH or evidence of further learning * Undergone safer recruitment training * Evidence or recent and relevant CPD |
| Experience | * Senior Leadership experience or equivalent in education * Substantial and successful varied teaching experience | * Leading safeguarding |
| Skills and ability | * Successful leadership of whole school curriculum development and improvement * Ability to lead and manage change, taking people with you, whilst maintaining an uncompromising vision for excellence. * Emotional intelligence and self-reflection and resilience. | * Experience of developing self, staff and leading coaching/continuing professional development * Strong negotiating and influencing skills. |
| Safeguarding | * Displays commitment to the protection and safeguarding of children and young people. * Up to date knowledge and understanding of relevant legislation and guidance in relation to the protection and safeguarding of children and young people | * Training qualification for designated safeguarding lead (advanced DSL) |
| Leading, Learning and Teaching | * Demonstrates excellent understanding of the principles of effective teaching and learning * Has excellent, up to date knowledge of curriculum requirements, and can implement and support these effectively * Can articulate and demonstrate characteristics of outstanding teaching and learning for all pupils of all abilities * Experience of successfully designing and managing a whole school curriculum * Managing self and others workload to allow appropriate work/life balance * Has a proven track record in setting challenging targets and monitoring/evaluating progress against them * Has a track record that demonstrates the very best quality of teaching and learning for all pupil groups including SEMH and vulnerable pupils | * A nationally recognised coaching qualification or something similar |
| Additional | * Understanding of the Principles and Values of the International co-operative Alliance * Significant experience of working effectively with parents and the local community developing a school ethos that enables everyone to work collaboratively * Experience of communicating sensitively and persuasively the ethos and values of the Trust within the community * Able to demonstrate sound understanding of equality/diversity in the workplace and services provided, especially in the access to delivery of the education of pupils and of own non-discriminatory practice and attitude * Willing to work flexibly in accordance with policies and procedures to meet the operational needs of the Trust. * Operate with the highest standards of personal/professional conduct and integrity |  |