



## **JOB DESCRIPTION**

Saint Gabriel's College is a comprehensive, richly diverse school with a Christian foundation, proud to be a strong faith community that welcomes pupils from a wide range of Christian and other religious or indeed no religious background. We are committed to recognising the unique character of each student in the sight of God and doing all we can to fulfil student potential.

All teachers at Saint Gabriel's College accept responsibility for school improvement and for providing an atmosphere in which students have the opportunity to fulfil their potential for intellectual, emotional, physical, spiritual and psychological growth.

Saint Gabriel's College aspires to have a staff-body reflective of the multicultural and diverse community which we serve. In word, manner and deed, we expect all our staff to be committed to safeguarding, to promote the welfare of children and to be supportive of our Christian ethos, maintaining the highest professional standards and contributing actively to the development of Saint Gabriel's College as a thriving school community.

**Post:** **Vice Principal for Behaviour and Inclusion (Leadership L19-22)**

**Purpose of Post:** To be responsible for all aspects of pastoral care and Inclusion in the school including having overall responsibility for behaviour management, inclusion, SEND, safeguarding and attendance and punctuality.

**Accountable to:** The Principal

## Key Responsibilities

### Overview

- The Vice Principal (VP) has the capacity to be a headteacher in the near future;
- The VP brings creative energy to the work of the Leadership Team and provides an example of excellent leadership within the school;
- The VP works closely with the Principal to ensure the smooth running of the school and to ensure that all aspects of school life are attuned to the school's vision and values;

### A. Leadership

1. Share responsibility for the day-to-day running of the school and deputise for the Principal as required, including taking responsibility for the operational running of the school when the Principal is not on the school site;
2. Work with the Principal, Leadership Team and governors to deliver the governors' vision for the school, including formulating strategic plans, the School Self Evaluation (SEF) and leading and managing school improvements;
3. Contribute actively to the formulation, implementation, monitoring and evaluation of all school policies and procedures;
4. Take accountability for helping to set and meet the school targets agreed by governors;
5. Ensure high standards of leadership throughout the school;
6. Lead by example by being eager to help others in all situations: big and small;
7. Effectively use data to raise standards in the school;
8. Keep a high profile around the school and in the local community;
9. Cover the duties of other members of the Leadership Team as required;
10. Be proactive in taking charge of incidents and situations and lead by example by taking appropriate action;
11. Attend and take an active role in Leadership Team meetings, including diary meetings, the Leadership Team Planning Weekend and meetings during the school holidays as required;
12. Attend all school events as required;
13. Contribute to effective communication to all members of the school community including writing reports, newsletter stories and giving presentations to governors as required;
14. Attend governors' meetings as required.

### B. Behaviour Management (BM)

1. Take overall responsibility for the BM of students in the school;
2. Monitor the behaviour of students in the school and change policies, systems and strategies as required to ensure high standards of behaviour in the school;
3. Line Manage the Behaviour Manager and the Pastoral Team to ensure that the school's behaviour systems are applied consistently and effectively;
4. Oversee the online Behaviourwatch BM system to ensure that it is used effectively to support high quality BM in the school;
5. Oversee detentions and exclusions to ensure that systems are followed consistently and effectively;
6. Line Manage the Inclusion Manager and the Pastoral Team to ensure that exclusions to partner schools and managed moves are managed effectively;

7. Oversee the school's offsite respite provision, Edward Brooke Education Centre (EBEC) to ensure that it is well managed and that students are receiving the highest possible quality of education and pastoral care.
8. Ensure that the school's exclusions census data is accurate and in line with school targets;
9. Oversee the school's behaviour management interventions which include BSPs, mentoring and support from outside agencies;
10. Allocate advisors to advisory groups taking into account skillset and composition of the groups;
11. Ensure that advisories are fully resourced;
12. Oversee the Duty Rota to ensure the smooth running of the school.

### **C. Attendance and in-year admissions**

1. Take overall responsibility for the attendance of students and ensure good attendance and punctuality across the school;
2. Ensure that the school's attendance census data is accurate and in line with school targets;
3. Line-manage the Inclusion Manager and the Pastoral Team to ensure that the school's attendance systems are followed and all aspects of attendance management is implemented to a high standard;
4. Ensure that attendance information is communicated regularly to all members of the school community;
5. Analyse whole-school data on attendance to inform future strategies;
6. Oversee in-year admissions to the school to ensure that vacancies are filled promptly in accordance to the school's in-year admissions policy;
7. Ensure high quality transition for all in-year admission students;
8. Oversee in-year student information on the school data-base SIMS to ensure that it is up-to-date and accurate.

### **D. Safeguarding**

1. Take responsibility for the safeguarding and child protection (CP) across the school as Designated Safeguarding Lead (DSL);
2. Work with the Principal to ensure the highest possible standards of safety for all members of the school community;
3. Work with the school's Inclusion Manager to ensure the smooth running of the school's CP Reporting system CPOMS;
4. Work with the school's Inclusion Manager and the Safeguarding Team to ensure that all safeguarding referrals are properly considered and appropriate action taken;
5. Refer cases of suspected abuse and neglect to the local authority children's social care;
6. Act as a point of contact with safeguarding partners such as the Local Authority;
7. Act as a source of support, advice and expertise for all staff;
8. Ensure all staff are trained and updated with the latest safeguarding advice;
9. Ensure all safeguarding records are kept up-to date, secure and only accessed by those who need to see them;
10. Work with the governing board to ensure the child protection policy is reviewed at least annually and the procedures and implementation are updated and reviewed regularly;
11. Ensure all staff are recruited in accordance with the highest standards of safer recruitment;
12. Work with the HR Manager to ensure that all members of staff have up-to-date DBS checks and the Single Central Record is up-to-date and complete.

### **E. Student Leadership**

1. Provide opportunities for students to develop leadership skills through a variety of projects and events that impact positively on learning, teaching and wellbeing for both students and staff;
2. Manage the recruitment, appointment and work of the Year 11 Prefect Team so that the students are empowered to work in partnership with staff towards shared goals
3. Lead the Prefect Team to organise a high quality Graduation and Prom and to create a high quality yearbook.

### **F. Student Pastoral Care and Wellbeing**

1. Establish and implement whole-school systems for student well-being;
2. Lead school Inclusion Meetings to ensure that students requiring support are identified promptly and that effective support is delivered and the impact evaluated;
3. Line manage the Inclusion Manager, so that the school maintains outstanding pastoral care which reduces barriers to learning;
4. Line manage the Behaviour Manager to ensure that the school's pastoral system is highly effective in supporting students and their families;
5. Work with the school chaplain to ensure effective communication with students during advisory time and assemblies;
6. Oversee events on the school's calendar which promote inclusion and ensure that all students feel welcome and included including Latin American Heritage Week, Black History Month and LGBT+ Month;
7. Ensure that assemblies are high quality and the behaviour of students in assemblies is exemplary.
8. Work together with the Business Manager, to oversee staff wellbeing events such as staff socials and end of term events.
9. Work with the Chaplain to ensure that church services are high quality and the behaviour of students is exemplary

### **G. SEND**

1. Line manage the Assistant Principal with responsibility for SEND and the SEND Manager to promote a culture and practices that enable SEN students to access the curriculum successfully;
2. Work with the AP for SEND to ensure that the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate;
3. Ensure that the school fulfils its statutory duties regarding the SEND Code of Practice.

### **H. Working with others**

1. Establish good working relationships with all members of staff;
2. Work as a member of the Leadership Team, planning cooperatively, sharing information, ideas and expertise;
3. Communicate effectively with all members of the school community;
4. Meet all agreed deadlines, and respond promptly to enquiries and concerns;
5. Model good attendance and punctuality;
6. Perform duties to a high standard and monitor others in this respect;

7. Communicate effectively with external agencies, responding promptly to enquiries and meeting all agreed deadlines;
8. Contribute to the smooth running of the school as a senior member of staff;
9. Fulfil tasks commensurate with this role as required.

#### **I. Ethos**

1. Support the Christian ethos of the school, including attending and delivering collective worship as required and celebrating the school's Anglican identity including explaining how our membership of the Church of England positively affects the school community.
2. Support, promote and defend the inclusive ethos of the school, including actively working to ensure equality and prevent any member of the school community feeling unwelcome because of any aspect of their identity, including age, gender, ethnicity, language, nationality, faith, SEND, sexual orientation, disability, body type and economic and family circumstances.
3. Respect and defend the rights and dignity of trans people and do everything possible to create a supportive and non-judgemental atmosphere in the school for trans people.
4. Where possible and safe to do so, avoid creating situations which divide genders or where genders are treated differently.
5. Seek at all times to fulfil the school's mission that 'we shall all fulfil our unique God-given potential.' by striving to ensure that all students feel equally valued by the school.
6. Promote and defend the values of democracy; the rule of law; individual liberty; mutual respect and tolerance of those with different faiths and beliefs.
7. Strive to promote student connectedness with the UK, with London, their local community and the school.

#### **J. Teaching and Learning**

1. Fulfil all requirements of a teacher in the school;
2. Teach a timetable commensurate with a senior member of the Leadership Team

#### **K. Management of Finances and Resources**

1. Organise and maintain a tidy and well organised environment;
2. Ensure that students and members of your team take responsibility for resources and the school environment;
3. Ensure that your resources and those of your team are organised and readily available;
4. Manage your budget efficiently;
5. Monitor and control the use of ICT and other equipment.

## PERSON SPECIFICATION

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### Post: Vice Principal for Behaviour and Inclusion

#### Qualifications

1. A Degree and QTS
2. Evidence of commitment to further professional development

#### Experience

1. Successful experience of working on the leadership team of a secondary school in the UK;
2. Successful experience of coordinating the work of others to implement whole school improvement;
3. Effective monitoring of pupil performance, target setting and review to raise achievement and support student wellbeing;
4. Effective monitoring of school environment to secure improvement;
5. Successful leadership in a middle leadership position;
6. Successful finance and resource management;
7. Contributing to the formulation and implementation of whole school policies;
8. Experience leading on an aspect of pastoral care within a school (desirable)

#### Knowledge, Skills and Competencies

1. A proven track record of school improvement at a whole school level;
2. The ability to apply knowledge and understanding of the characteristics of high quality teaching and pastoral care.
3. The willingness to adopt new strategies for improving and sustaining high standards of behaviour, attendance, CP and the achievement of SEND students;
4. Ability and willingness to utilise information and communication technology;
5. Ability to identify, take direction and respond to key issues affecting students' achievement and wellbeing;
6. Knowledge and understanding of issues associated with Inner London schools and commitment to promoting equality of opportunity in all aspects of school life;
7. Knowledge and understanding of procedures for safeguarding and promoting the welfare of children and young people;
8. Ability to build teams through good interpersonal skills and an ability to relate to people at all levels;
9. Ability to communicate effectively with a wide range of audiences.
10. Ability to communicate a vision and inspire others

#### Personal Attributes

1. Willingness to support and promote the Christian ethos of the school and students' spiritual and moral development;
2. Ability to lead by example by ensuring excellent standards of student conduct and commanding a very high level of respect from students and colleagues;
3. Commitment to team working;
4. Ability to deal sensitively with students, parents and colleagues;
5. Commitment, enthusiasm and resilience;
6. Ability to act as an ambassador for the school in the wider community;

7. Ability to give and accept feedback to ensure consistent high standards in the school;
8. Ability to diffuse tension by responding calmly under pressure;
9. Willingness to 'step up' and take on additional tasks when needed;
10. A sense of humour and an optimistic outlook;
11. Commitment to ensuring the safety and welfare of children
12. Commitment to upholding and promoting the ethos and values of the school

All attributes listed are essential unless noted as 'desirable'.