



## HURSTMERE SCHOOL

### Vice Principal

#### **Job Description for:**

<b>Post:</b>	Vice Principal
<b>Accountable to:</b>	Senior Vice Principal
<b>Responsible for:</b>	All staff within the school (Generic)

The specific requirements of the post are subject to discussion to balance the roles of the wider Senior Leadership Team, the strengths and experiences of the successful candidates and to offer rotation to enhance a skill set for future career development.

#### **All staff at Hurstmere School are expected to:**

- actively contribute to the school's culture of high ambition and achievement;
- share our common values of Ambition, Integrity, Leadership, Resilience, Respect, Teamwork and Self-belief in the face of challenges;
- be committed to maintaining a safe and secure environment for all students and a "culture of vigilance" to safeguard and protect all in the school's care.
- make a commitment to achieving the highest possible standards in all areas of their work;
- contribute to the development of the school's culture and ethos;
- uphold the Staff Charter.

#### **Key Purpose**

The Vice Principal is a leading professional and a member of the School Leadership Team with a key role in the development of the school. The post holder provides strategic vision and leadership enabling the school to achieve its aims.

The Vice Principal will be required to carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.

In addition to carrying out the professional duties of a teacher, the Vice Principal will work closely with the Principal and Senior Leadership Team to provide professional strategic leadership and management of the school to reflect 'policy in practice' by sharing and modelling the school's vision and values in everyday work and practice; developing and motivating staff, setting high expectations, embedding learning and teaching strategies and raising achievement, contributing to rigorous and on-going self-evaluation and taking responsibility for leading specific areas/initiatives to secure further school wide improvements.

## Leadership Competency

	<b>Positive behaviours</b>
<b>Integrity</b>	Actively modelling and demonstrating Hurstmere School's ethos and values
	Presenting oneself in an authentic and genuine way, acting sincerely and for the good of the school rather than individual motivation
	Creating an environment of inclusion and equal opportunity, where the diversity of individuals is valued and respected
	Developing a positive culture which considers the varied needs and supports the wellbeing of all members of the school community
<b>Inspiring Leadership</b>	Providing a compelling picture of the future and a clear strategic direction and plan
	Displaying passion and enthusiasm for the work of the school, inspiring and engaging colleagues with the school's long-term vision, aims and brand
	Allowing people space and authority to deliver their objectives whilst ensuring appropriate direction, guidance, and challenge when needed
	Taking responsibility for one's own feelings and ownership for one's own actions
	Being visible and approachable to colleagues and members of the school community
<b>Strategic Planning</b>	Anticipating long-term impact on the school of economic, political, environmental, social and technological developments
	Creating joined up strategies that put into practice and support the long-term vision for the school
	Identifying and shaping how the strategic area of responsibility fits into and supports the school's goals and priorities
	Balancing day-to-day activities with a focus on long term goals
	Understanding, anticipating and meeting the needs of customers (i.e. students/parents/colleagues)
<b>Leading Change</b>	Seeking, encouraging and recognising initiative and creative ideas from a wide range of people
	Implementing and nurturing new ways of doing things which transform and improve quality of learning and service
	Encouraging measured risk taking and innovation to deliver better approaches, learning from experience
	Promoting a safe environment where colleagues feel able to share ideas and challenge constructively
	Ensuring changes add value to the school and expressing clearly how and why changes are necessary
	Consulting those affected before making changes and engaging them to maintain performance and standards during periods of uncertainty or transition
<b>Courageous Decision Making</b>	Breaking down complex problems into component parts and analysing and interpreting information accurately to inform decision making
	Clearly communicating the purpose and reasons for recommendations and decisions
	Adopting a flexible approach to problem-solving and balancing consensus with decisiveness

	Clearly articulating risks and impacts of available options before recommending actions
	Acting ethically, balancing facts and personal judgment, to make strategic decisions that are sustainable for the future of the school
<b>Honest Communication and Collaboration</b>	Actively listening to understand people's views and opinions respecting the feelings and perspectives of others and taking an interest in their concerns
	Creating opportunities for people to work with colleagues and establish relationships
	Balancing achieving results with attention to building positive relationships
	Taking an active stance to surface and manage conflict constructively, focusing on achieving win-win outcomes
<b>Development and Continuous Improvement</b>	Role modelling continuous self-learning and development, seeking feedback, evaluating effectiveness and planning next steps
	Identifying and creating learning opportunities to encourage the development and career progression of others
	Providing colleagues with opportunities to share their knowledge and skills and collaborating with others to build school/department effectiveness
	Recognising individual contribution and evaluating talent for key positions in the school
	Sharing own expertise through coaching and mentoring to support others to succeed and contribute to school objectives

The Vice Principal will, along with the Senior Leadership Team, in practice, play an appropriate part with regard to following areas – school culture, teaching, curriculum and assessment, behaviour, additional and special educational needs and disabilities, professional development, organisational management, continuous school improvement, working in partnership and governance and accountability. In addition, the Vice Principal will be accountable for promoting and safeguarding the welfare of students they are responsible for, and in contact with. This will include co-operating and working with relevant agencies to protect children.

## 1. School Culture

- Support the Principal in establishing a vision and strategic direction for the future development of the school, creating a culture where pupils experience a positive and enriching school life
- Articulating and modelling the school's vision and strategic direction, developing and implementing coherent operational plans which promote and sustain continuous school improvement
- Encouraging an ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Play a leading role in the school improvement planning process, taking account of the agreed priorities of the school
- Lead in the identification of key areas of strength and those to develop in the school
- Work to a high standard in implementing agreed policies, priorities and expectations, so as to set a good example for other colleagues, ensuring a culture of high staff professionalism
- Promote a culture of teamwork, in which the views of all members of the school community are valued and taken into account

- Lead an aspect of self-evaluation of the school
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of educational and life

## **2. Curriculum, Teaching and Assessment**

- Lead in the development of the school's strategic curriculum direction, creating a broad, coherent, cohesive and flexible curriculum, which is relevant to students and responsive to local needs
- Ensure effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn
- Ensure that the teaching, learning and assessments across the school is of the highest quality with a clear strategy to drive continuous improvements
- Share responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted
- Contribute to setting stretching targets, including statutory procedures and targets for individuals and groups of students throughout the school
- Ensure effective use is made of formative assessment
- Promote the use of IT to enhance and extend students' learning
- Provide support for colleagues in improving their classroom practice
- Challenge underperformance and ensure effective corrective action and follow-up
- Leading by example and consistently modelling good practice in building students' learning power
- Establishing innovative, creative, responsive and effective approaches to learning and teaching

## **3. Behaviour**

- Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are clearly understood by all staff and students
- Ensure high standards of student behaviour and courteous conduct in accordance with the school's Positive Student Behaviour for Learning Policy
- Implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults within the school model and teach the behaviour of a good citizen
- Implementing strategies which secure high standards of behaviour and attendance

## **4. Additional and Special Educational Needs and Disabilities**

- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- Establish and sustain culture and practice that enables students to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with carers, and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate

## **5. Professional Development**

- Ensure staff have access to high quality, sustained professional development opportunities, aligned to balance the priorities for whole school improvement, team and individual needs

- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standards for teachers' professional development
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning
- Provide training for staff on effective teaching and learning and pastoral care
- Provide support for staff in developing their leadership skills
- Develop and maintain effective strategies and procedures for staff induction
- Set high expectations for your own performance and that of others
- Regularly review own practice, setting personal targets and taking responsibility for own personal development

## **6. Organisational Management**

- Ensure the protection and safety of students and staff through effective approaches to safeguarding, part of the duty of care
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Ensure staff are deployed and managed well with due attention paid to workload, managing own workload to allow an appropriate work/life balance
- Taking responsibility for the Performance Management of identified staff
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- Ensure rigorous approaches to identifying, managing and mitigating risk

## **7. Continuous School Improvement**

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

## **8. Working in Partnership**

- Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount
- Commit to working successfully with other schools and organisations in a climate of mutual challenge and support
- Directly lead and manage personnel as specified by the school structure
- Gain an understanding of the diversity of the school community
- Contribute to policies and practice which promote equality of opportunity and tackle prejudice
- Contribute to the development of a curriculum which provides students with opportunities to enhance their learning within the wider community
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families

- Promote and model good relationships with parents, which are based on partnerships to support and improve students' achievement and personal development
- Strengthen and promote further links with the community

## **9. Governance and Accountability**

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- Establish and sustain professional working relationships with those responsible for governance, contributing to the reporting of performance
- Ensure that staff know and understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Reflect on personal contribution to school achievements and take account of feedback from others

Subject Teacher – see generic job description.

Please note that the above covers the full breadth of leadership responsibilities expected at this level. They are not intended to provide an exhaustive list and the post holder will be expected to undertake other duties considered commensurate with the role.

Duties may involve access to information of a confidential and sensitive nature which may be covered by the General Data Protection Regulation (GDPR). All employees of Hurstmere School will be expected to comply with GDPR when handling any personal data. Confidentiality must be maintained at all times. In addition to the above, the post holder must be committed to safeguarding and promoting the welfare of children and young people.

## **Review and Amendment**

This job description should be seen as enabling rather than restrictive and will be subject to regular review. As such:

- employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description
- this job description may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title and in order for the school to meet its statutory and general obligations regarding service provision

There will be a full review of all job descriptions during the Summer term 2022.

Principal: .....

Member of Staff: .....

Date: .....