



# JOB DESCRIPTION

## Vice Principal (Inclusion)

<b>Grade:</b>	L12-16, Outer London: £69,239 - £76,112
<b>Responsible to:</b>	Principal
<b>Responsible for:</b>	Learning Support Assistants, Learning Mentor
<b>Job Description Issue Date:</b>	September 2024
<b>Postholder Name:</b>	
<b>Postholder Signature:</b>	

## About the School

Parkfield Primary School is a dynamic and inclusive learning community where every child is valued. We are a large primary school with a nursery, ranging from 2-11 year olds, located in West Hendon, housing ample grounds for children to learn and play throughout their school day.

Alongside over 30 other national primary schools, including a local cluster, we are proud members of The Elliot Foundation Academies Trust (TEFAT).

Welcoming pupils from all over the world, we are proud of our thriving and diverse community in which we share the motto of 'Achieving Together'.

## Purpose of the Role

A fantastic opportunity has arisen for two new Vice Principals at Parkfield Primary School to support the Principal in the leadership and management of the school, taking a lead in a) quality of education and b) inclusion.

The Vice Principal, under the direction of the Principal, will take a major role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Leading safeguarding and child protection across the school, by taking on the role of Designated Safeguarding Lead (DSL)

If the Principal is absent, the Vice Principal will deputise, as directed by the Trust.

The Vice Principal will also be expected to fulfil the professional responsibilities of a Principal, as set out in the School Teachers' Pay and Conditions Document (STPCD).

## General Responsibilities

- Be familiar with and support the Trust's Vision, Values and Goals;
- Be aware of and comply with relevant policies and procedures, including those relating to safeguarding, health and safety, confidentiality and data protection;
- Embrace and celebrate diversity, ensuring equal opportunities for all;
- Contribute to the overall aims of the Trust;
- Behave in a professional manner at all times demonstrating mutual respect, good manners, politeness and common courtesies for all members of our community. We expect employees to behave in a manner that role models positive behaviours for our students;

- Ensure own continuous professional development, seeking active opportunities for innovative and effective practice; and
- Undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

## Specific Responsibilities

Under the direction of the Principal, the Vice Principal will:

### School culture and behaviour

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

### Additional and special educational needs (SEN) and disabilities

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

### Organisational management and school improvement

- Establish and sustain the school's ethos and strategic direction together with the Trust and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

### Professional development

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education in order to lead INSET
- Seek training and continuing professional development to meet needs
- Lead weekly meetings and CPD sessions for all Learning Support staff, based on individual needs and whole school priorities

### **Governance, accountability and working in partnership**

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff 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
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

### **Strategic development of SEN policy and provision**

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the academy development plan (ADP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

### **Operation of the SEN policy and co-ordination of provision**

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and monitor intervention groups for pupils with SEN, and evaluate their effectiveness

### **Support for pupils with SEN or a disability**

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil

- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

### **Leadership and management**

- Work with the Principal and Trust to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review statutory information the Trust is required to publish
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

### **Personal development**

- Develop responsible, respectful and active citizens
- Develop and deepen pupils' understanding of the fundamental British values
- Promote equality of opportunity so that all pupils can thrive together
- Promote an inclusive environment that meets the needs of all pupils
- Develop pupils' character, confidence, resilience and knowledge
- Develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle
- Lead and manage the school's relationship and sex education policy
- Support readiness for the next phase of education
- Be the school's designated teacher for looked after children
- Lead and implement the school's pupil premium strategy

### **Safeguarding and child protection**

- Manage referrals of suspected abuse to the local authority children's social care; radicalisation concerns to Channel; crimes that may have been committed to the police
- Keep detailed, accurate and secure written records of concerns and referrals
- Liaise with staff and other agencies on matters of safety, safeguarding, and when deciding whether to make a referral
- Act as a source of support, advice and expertise for staff
- Manage all child protection files, including confidentiality and transfer of files
- Attend and contribute to safeguarding and child protection meetings effectively
- Provide early help and intervention
- Refresh knowledge and skills at least annually to remain up to date with developments relevant
- Ensure the school's safeguarding policies and procedures are known, understood and used appropriately by all staff, especially new and part-time staff
- Understand the filtering and monitoring systems and processes in place

## Key Performance indicators

- Meeting and exceeding all school development priorities
- Improvement in outcomes for all pupils, including those with SEND, EAL and to be deemed disadvantaged
- Effective and timely development and implementation of EHCPs and funding applications.
- Increased staff competence and confidence in delivering inclusive teaching practices
- Demonstrable progress of pupils in designated vulnerable groups, with interventions appropriately applied and evaluated

## Key Relationships (Internal and External)

- Parkfield staff, pupils, parents and community
- Other local and national TEFAT colleagues, including Head Office
- Local Authority key contacts, including SEND and Safeguarding
- Specialist advisers to support individual pupils' needs, e.g. Educational Psychologist

## Notes

- This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of TEFAT. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed;
- The responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment; and
- Recruitment and induction practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Barred list and enhanced Disclosure and Barring Service (DBS) check.

## Person Specification - Vice Principal (Inclusion)

	Essential	Desirable
<b>Education and Qualifications</b>		
Qualified teacher status	X	
Degree	X	
National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment	X	
<b>Knowledge and Experience</b>		
Successful leadership and management experience in a school	X	
Teaching experience	X	
Involvement in school self-evaluation and development planning	X	
Demonstrable experience of successful line management and staff development	X	
Understanding of school finances and financial management		X
Experience of managing safeguarding in a school or other relevant organisation, including: <ul style="list-style-type: none"> <li>• Building relationships with children and their parents, particularly the most vulnerable</li> <li>• Working and communicating effectively with relevant agencies</li> <li>• Implementing and encouraging good safeguarding practice throughout a large team of people</li> </ul>	X	
Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies	X	
Sound knowledge of the SEND Code of Practice	X	
<b>Professional Skills</b>		
Data analysis skills, and the ability to use data to set targets and identify weaknesses	X	
Understanding of high-quality teaching, and the ability to model this for others and support others to improve	X	
Effective communication and interpersonal skills	X	
Ability to communicate a vision and inspire others	X	
Ability to build effective working relationships	X	

Personal Qualities		
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	X	
Ability to work under pressure and prioritise effectively	X	
Problem-solving abilities	X	
Commitment to maintaining confidentiality at all times	X	
Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position	X	