

Candidate Pack

Vice Principal – Inclusion



At Flegg we put the student at the heart of the curriculum. Guided by our core values of kindness, aspiration and respect, we believe that every child, regardless of background or ability has the right to an excellent education that helps them to be and become the best version of themselves.



Vacancy: Vice Principal – Inclusion

Flegg High Ormiston Academy is part of the Ormiston Academies Trust. The academy has an excellent profile locally and has won many prestigious awards. We actively promote development of the whole child, as well as ensuring access to a broad and balanced curriculum and excellent extra-curricular opportunities. Quite simply, we believe that every member of Flegg High Ormiston Academy has the right to be happy, safe and successful.

We are seeking to recruit a Vice Principal for inclusion to work under the direction of the Principal to deliver on all aspects of the school relating to the inclusion of all students.

The successful candidate will ensure the Academy's core values of Kindness, Aspiration and Respect are lived by all staff and students and well supported by parents. They will play a critical role in ensuring 'child first' approach and supporting the Trust to deliver on its mission to transform life chances.

What we offer

- The opportunity to join an aspiring academy with exciting plans for the future
- Supportive working environment where all staff are valued
- An academy that is fully dedicated to developing every student to reach their full potential, irrespective of their ability or starting point
- High-quality range of professional development opportunities both within and outside the trust
- Company pension scheme
- Free onsite parking
- Free access to counselling and well-being support
- Vivup reward and discount scheme - save money on everything from the supermarket shop to summer holidays
- Cycle to work scheme
- Car benefit scheme
- Access to school gym

Salary: L17-L21

Start Date: Easter 2024

Closing Date: 3pm Thursday 14th December 2023

Interview Date: Monday 18th December 2023

To find out more or visit the academy please contact Mrs Spooner on 01493 749207 or email principalsoffice@fleggoa.co.uk



AN OAT ACADEMY

Ormiston Academies Trust – Who are we?

We are a national education charity, underpinned by our founder, Peter Murray's (Ormiston Trust) belief that every child should be given a chance to thrive. We serve pupils from many communities, all with their unique character, strengths, and challenges. Our sole purpose is:

“to provide OAT pupils with excellent learning opportunities, inside and outside the classroom.”

We are ambitious for the over-30,000 children and young people we are responsible for as they all deserve to be given every chance to succeed. Whether the pupils attend our primary, secondary, special or alternative provision academies we are determined that every pupil we serve will be given the opportunity to realise their dreams and aspirations.

For us to achieve this we know we must work in partnership with others. Children and young people live in families of different types, located in diverse communities. Our role is to provide a haven in which our pupils can thrive regardless of the context in which they are growing up. We are proud to be an outward-facing organisation committed to deepening and extending our work with others locally, regionally and nationally.

We are committed to deepening the trust's impact on children and young people, and improving our schools. Over the coming years we want this impact to be realised in tangible improvements to outcomes.

We believe that strength and impact are maximised by working as one team – from which comes our commitment to **achieving more together** – underpinned by our values, which inform all that we do.

- Anyone can excel: unwavering belief that everyone can achieve
- Enjoy the challenge: perseverance pays dividends
- Share what is best: we achieve more from working together
- Be inclusive: celebrating our diversity and practising equity

Why work for us?

What's the best thing about working for OAT? That's easy. The people. Whether it's our pupils who are diverse and full of character, or our staff who are committed, full of energy, and driven by the purpose of our work. Our people are amazing.

There's nothing more important than educating the next generation, and our teams across OAT are doing great things to make sure that the education we offer is the best that it can be. If you join us at OAT, whatever your role, you can be sure of a role with purpose and meaning.

Job Description

Job Title:	Vice Principal – Inclusion
Grade:	L17-L21
Responsible to:	Principal

Job purpose

The Vice Principal for Inclusion will work under the direction of the Principal to deliver on all aspects of the school relating to the inclusion and success of all students.

They will ensure that the Academy's core values of 'Kindness, Aspiration and Respect' are lived by all staff and students and well supported by parents. They will play a critical role in ensuring a 'child first' approach and supporting the Trust to deliver on its mission to transform life chances.

They will be expected to lead effectively on a range of areas including safeguarding, attendance, behaviour & attitudes, SEND and the effective implementation of key policies relating to the role.

Duties and Responsibilities

The Vice Principal will be responsible for:

- Contributing to an educational vision, direction and ethos that secures effective achievement for students, preparing them for the opportunities, responsibilities and experiences of adult life.
- Ensuring through day-to-day management that the vision for inclusive provision is clearly articulated, shared, understood and acted upon effectively by all.
- Translating the vision into agreed objectives and operational plans which promote and sustain improvement.
- Demonstrating the agreed vision and values in everyday work and practice.
- Ensuring that through day-to-day operational management, all those involved in delivering inclusive provision are committed to its aims, motivated to achieve them; and involved in meeting long, medium and short-term objectives and targets that secure the success of the school for young people.
- Implementing a strategic plan that takes account of the diversity, values, experience and aspirations of the academy and the wider community.
- Supporting the digital drive of the school and the use of appropriate technologies to achieve accessibility.
- Consistently, through day-to-day management, monitoring, evaluating and reviewing the effects of policies in practice and taking necessary action to ensure they are exercised/adjusted as necessary.
- Ensuring that policies and practices take account of national and local data and inspection research findings.
- Leading all colleagues to ensure that all students are supported appropriately for their needs and circumstances.

Key Duties and Responsibilities:

Attendance

- Lead the Attendance and Admissions team to ensure that attendance is not a barrier to achievement for individual, or groups of students ensuring that attendance for all learners is high and they are punctual to school.
- Lead on the tracking and monitoring for all groups of students across the academy, identifying trends and intervening to ensure no child is disadvantaged due to non-attendance.
- Lead on the strategy to reduce internal truancy to lessons and poor punctuality; track and monitor the impact of work.
- Be the lead professional with the local authority on attendance, ensuring that all processes are followed and clear records are kept.
- Engage with local and national strategy to improve attendance.
- Provide timely reports around attendance for key stakeholders such as governors and Trust leads which communicate the success or otherwise of the school's strategy and identify how to achieve continuous improvement.
- Play a high profile in championing good attendance to school – finding ways to promote the link between attendance and achievement.

Admissions and Fair Access

- Be the lead link for the Inclusion Support Panel.
- Create, lead and manage a rigorous and robust induction for mid-year transfer students who come through the Fair Access Panel, identifying and addressing their bespoke needs so that they integrate successfully into the school.
- Create, monitor and evaluate personalised student passports for the students who arrive to the academy through Fair Access process; identifying their needs and ensuring all staff use the strategies to support their smooth induction, academic and personal achievements.
- Monitor the progress of mid-term transfer students over time to provide updates for all relevant stakeholders.
- Lead on reducing student mobility and mid-year transfers across the Academy by identifying common trends for students who choose to leave and addressing these effectively through collaborative work with other leaders and parents.
- Lead on the use of outside agencies to support SEMH students, completing applications in a timely and efficient manner.
- Be the lead professional for SEMH off-site provision, ensuring that provisions are appropriate and approved by the local authority/Trust as a provider; ensure a smooth transition and that engagement is monitored to ensure value for money.

Behaviour and Attitudes

- Be the lead professional for the review and implementation of the behaviour policy; ensuring that it is communicated clearly to staff, parents and students; and rigorously implemented making a demonstrable difference to Behaviour and Attitudes.
- Be the strategic lead for relational practice across the academy, ensuring that all staff are trained in 'building, maintaining and repairing' relationships with students and that students are engaged in the process.
- Monitor and evaluate the impact of the relational practice strategy through a range of data; exclusion (internal, alternative, suspension, permanent exclusion), attendance, punctuality, student, staff and parent voice.
- Deliver CPD for staff on how to manage behaviour and conduct inside, and outside of lessons, which is appropriate to their needs, and supports the school culture of 'Kindness, Aspiration and Respect'.
- Establish and embed a means of quality assuring staff practice in relation to ensuring that students develop excellent habits; challenging and supporting staff where skills need to improve.
- Lead, manage and deploy the operational behaviour team to ensure that they effectively and efficiently respond to, and follow up on behaviour incidents which occur.

- Ensure that the Academy's standards in relation to behaviour are implemented effectively through the system of tracking student behaviour which have clear, and effective follow up leading to restoration of relationships and good engagement with school rules and routines.
- Embed the use of Provision Map to track, monitor and evaluate the use of and impact of planned interventions by the pastoral support team.
- Be the lead for reducing instances of bullying and peer-on-peer abuse through establishing and maintaining a robust system of reporting, tracking and monitoring taking action to address in a timely manner and communicating effectively with parents.
- Analyse behaviour trends, briefing the senior leadership team, and acting to ensure that any vulnerable groups are properly supported and interventions are in place which have an impact.
- Be the lead professional for the investigation of major incidents and make recommendations to the Principal, or delegated suspension authority, if needed.
- Manage the suspension process through ensuring that all statutory processes are complied with; including preparing case work for permanent exclusion.
- Work collaboratively with the Behaviour & Attitudes, SEND, Attendance and Safeguarding teams in order to identify and implement effective strategies to support the most vulnerable and at-risk students to engage in their education.
- Create the staff duty rota and monitor that staff adhere to the rota and are effective in their roles; addressing issues that occur.
- Manage unstructured time through a system of clear rules and routines which are well established to support entry and exit to the academy, transition in the corridors, break and lunchtime supervision.

Securing Accountability:

- Ensure that the Academy is constantly 'Ofsted-ready' in terms of all areas relating to this job description.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in keeping with professional growth priorities.
- Use a range of evidence including national data and own academy performance data to support, monitor, evaluate and improve aspects of school life, including challenging poor performance.
- Work closely with the SLT recognising their joint role in leadership.
- Ensure every student has access to the highest quality teaching and learning to enable them to achieve.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals ensuring clear delegation of tasks and devolution of responsibilities.
- Regularly review own practice, set personal targets with the Principal and take responsibility for own professional growth.
- Manage own workload and support others to manage an appropriate work/life balance.

Strengthening Community:

- Secure quality and entitlement of provision for all students, maintain and develop with the Principal effective links with the community, local primary and secondary schools and other partners.
- Promote the standards of the academy to the wider community.
- Work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all students and the wider community.
- Ensure if a pupil transfers to another school, all relevant information is conveyed to it, and supports a smooth transition for the pupil.
- Promote access to the curriculum, facilities and extra-curricular activities.

Teaching and Learning

- With the SENDCo, set high expectations of identified students, and ensure teachers set targets that accelerate progress and appropriately support and challenge learners.
- Work collaboratively with the Senior Leadership Team (SLT) and Middle Leaders to ensure excellent teaching and learning is in place throughout the school.
- Be an excellent classroom practitioner.
- Lead the induction of new staff in areas relevant to this job role.
- With SENDCO, review all SEND strategies, policies and operations for impact and update as required to secure better provision.

Other responsibilities

- To attend meetings and lead meetings as required
- To attend school events as directed by the Principal
- To lead whole-school assemblies and support other staff with assemblies
- To prepare and present reports, as required by the Principal, to governors, parents, agencies etc.
- Effective Line Management of SENDCo, DSL, Assistant Principal for Behaviour & Attitudes and Attendance Officer.

The VP Inclusion will undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Director of Education, Principal or Governors, including deputising for the Principal in their absence.

As the role is paid on the Leadership range, the VP will be required to carry out duties outside of 1265 hours as appropriate.

The VP (Inclusion, behaviour and attitudes) will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

Generic Duties relevant to all members of Staff

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members, customer and service users
- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust
- Develop effective professional relationships with colleagues

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with their line manager and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the Trust
- Take part in the Trusts appraisal and performance management procedures

Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

- The Ormiston Academies Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Safeguarding Lead.

Review

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post. I understand and agree to the job description of Vice Principal (Inclusion, behaviour & attitudes).

Signature _____ **Date** _____

Person Specification – Vice Principal

The successful applicant will be able to demonstrate the following minimum requirements in their career to date

MINIMUM REQUIREMENTS	ESSENTIAL	DESIRABLE	MEASURED BY A – Letter of application B – Exercise/ Activity C – Interview
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Qualifications and Experience

Qualified Teacher Status	✓		A and C
Degree in appropriate subject related to main subject area	✓		A and C
At least five years teaching experience at time of application	✓		A and C
Experience of leading a department or area	✓		A and C
Experience of leadership at Assistant Principal level or higher	✓		A and C
Experience of middle and/or senior leadership in at least two schools		✓	A and C
Relevant Leadership training experience e.g. National College course or locally run course		✓	A and C
Experience of developing networks with other organisations and providers and forging links	✓		A and C
An excellent classroom practitioner with experience in supporting other colleagues to improve	✓		A, B and C
Experience of holding poor performance to account and evidence of how that situation was resolved	✓		A, B and C
Experience of improving outcomes for students – including focused improvements for vulnerable groups	✓		A, B and C
Proven track record of leading change and an ability to evidence the impact of that change	✓		A, B and C
Previous experience of leading a significant change within identified areas of school improvement	✓		A, B and C
Experience of planning and leading INSET at a whole school level	✓		A and C
Experience of Line Managing individuals with their own areas of responsibility and holding those persons to account for the necessary change	✓		A, B and C
Experience of Line Managing a non-teaching area of the school e.g. Student Services		✓	A, B and C
Experience of developing improvement plans and monitoring and evaluating the impact of that change	✓		A, B and C

Knowledge and Skills

Ability to build and form good relationships with students, colleagues and other professionals	✓		A, B and C
Ability to work effectively in leading a team, understanding school roles & responsibilities including own and those of individuals being line managed	✓		A, B and C
Ability to improve own and others practice / knowledge through self-evaluation and identifying areas for improvement	✓		A and
Strong verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students and other professionals	✓		A, B and C
Excellent motivational skills and inspirational leadership style	✓		A and C
Working knowledge of relevant policies, procedures, codes of practice, and awareness of relevant legislation in teaching and learning but also across other aspects of school life	✓		A and C
Confidence and competence in the use of ICT and in the analysis and manipulation of data in order to drive improvement	✓		A, B and C
Understanding of the interpretation of key data documents and the knowledge to train others in this awareness	✓		A, B and C
Understanding of the role of Self Evaluation and experience of producing Improvement Plans and reviewing performance	✓		A, B and C
Up-to-date knowledge of relevant curriculum and assessment systems and of the changing landscape in this area	✓		A and C
Clear understanding of the strategies available to raise student performance and improve outcomes through improving teaching and learning	✓		A, B and C
Excellent knowledge of the effective use of Pupil Premium and Catch-Up funding	✓		A, B and C
Wide ranging knowledge of the new SEND framework and how to ensure success for SEND students	✓		A, B and C
Outstanding knowledge of teaching pedagogy and how to develop the use of a variety of strategies for teachers to expand their awareness	✓		A, B and C
Understanding of the Appraisal process and how to use it to drive improvement through the target setting process	✓		A, B and C
Knowledge of current attendance and admissions procedures and legislation		✓	A, B and C
Knowledge and understanding of Safeguarding procedures and Child Protection processes – preferable experience in delivering training in these	✓		A, B and C
Knowledge and understanding of the Ofsted Inspection framework and guidance	✓		A, B and C

Personal Qualities

Ability to set high standards and work as a role model	✓		A, B and C
Ability to lead a team, deal with personnel issues and create an effective and high performing group of professionals	✓		A, B and C

Relentless and tenacious with experience of leading a “no excuses” culture	✓		A, B and C
A positive, optimistic, ambitious approach to education and supporting young people to be the best they can be	✓		A, B and C
Ability to listen effectively and show empathy when required	✓		A, B and C
Ability to show initiative and to prioritise one’s own work even when under pressure. Ability to ‘self-start’.	✓		A, B and C
Able to follow direction and work in collaboration with colleagues at all levels	✓		A, B and C
Able to work flexibly to meet deadlines and respond to unplanned situations	✓		A, B and C
Efficient and meticulous in organisation	✓		A, B and C
Desire to prepare for and work towards Headship as part of your career path	✓		A, B and C
Desire to enhance and develop skills and knowledge through CPD	✓		A and C
Commitment to the highest standards of child protection and safeguarding	✓		A, B and C
Recognition of the importance of personal responsibility for Health & Safety	✓		A, B and C
Commitment to the Academy’s ethos, aims and its whole community	✓		A and C