



JOB DESCRIPTION

VICE PRINCIPAL - Inclusion, Safeguarding and Attendance

Grade:	Leadership L10 to L14
Responsible to:	Executive Principal
Direct Reports:	senior leaders, teaching staff, support staff
Indirect Reports:	Academy Trust
Job Description Issue Date:	April 2025
Postholder Name:	
Postholder Signature:	

Purpose of the Role

- To provide outstanding professional leadership to the schools, ensuring the delivery of high quality provision for the children, staff and community. To ensure that Ramsey Spinning Infant school and Ramsey Junior school remain an excellent provider of learning and teaching for the whole community.

General Responsibilities

- The Vice Principal (VP) will champion [The Elliot Foundation vision, values and goals](#) and ensure all staff within the Federation work in accordance with these.
- The VP will be aware of and comply with relevant policies and procedures, including those relating to safeguarding, health and safety, confidentiality and data protection;
- The VP will be an outstanding role model and leader in ensuring the highest possible standards of professionalism and achievement across the federated schools.
- The VP will ensure own continuous professional development, seeking active opportunities for innovative and effective practice; and
- The schools are committed to continuous school improvement within the Ramsey schools Federation, across the Elliot Foundation Multi Academy Trust (TEFAT) and across the wider educational system. Therefore, the role will support and encourage the engagement of staff in regional and national training and initiatives.

Specific Responsibilities

Main Tasks:

- To support the Executive Principal in the running of the federated schools.
- To deputise in the absence of the Executive Principal and ensure smooth running of the federated schools.
- Overall responsibility for the development and implementation of all pastoral policies and practice, and is the school's Designated Safeguarding Lead (DSL)
- The specific nature of these responsibilities will vary according to the needs of the schools and may be shared ones.
- To line manage the Pastoral team and SENCO team .

Description of role

Work closely and supportively alongside the Executive Principal by:

- Assisting the Executive Principal in leading and managing the federated schools when appropriate.
- To undertake the day to day operational management of the federated schools.
- To deputise for the Executive Principal as necessary.
- Demonstrate exemplary leadership.
- Undertake such duties as are delegated by the Executive Principal.
- Be an integral part of the Senior Leadership Team.
- Create an accountable, safe and positive learning environment in which diversity and co-operation are celebrated.
- Play a major role, under the overall direction of the Executive Principal, in formulating and reviewing the School Improvement Plan and the aims and objectives of the school by:
 - Establishing the policies through which they shall be achieved

- o Leading and managing staff and resources to that end
- o Monitoring progress towards their achievement.

The internal organisation, management and control of the schools:

To contribute to:

- o Maintaining and developing the ethos, values and overall purposes of the schools.
- o Support the Executive Principal to set and review the federated school's priorities and objectives, leading programmes to ensure these are delivered.
- o Determine and drive appropriate standards and targets to deliver improvement; which will translate school aims and policies into actions and regularly report on progress towards them.
- o Support the Executive Principal to develop, motivate and deploy teaching and non-teaching staff to secure the best possible use of available ability; allocate particular duties to them in a manner consistent with their conditions of service and the need to ensure a proper work/life balance.
- o Implementing the TEFAT and Governing Body's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs.
- o The efficient organisation, management and supervision of school routines
- o When appropriate, to chair senior leadership team meetings, which ensure productive and effective communication, monitoring, decision making and recording.
- o Provide regular updates to the governing body on staffing and management matters.

Pupil Care

To Contribute to:

- o The development, organisation and implementation of the school's policy for the personal and social development of pupils including pastoral care and guidance.
- o Maintain, review and develop policies and procedures for promoting pupils self-discipline and good behaviour.
- o Ensure the maintenance of good order and discipline during the school day, when pupils are present on school premises or engaged in authorised school activities on or off premises.

The Management of Staff

- To lead the SENCO and Pastoral team across the Federation
- To lead teachers in training and mentoring to become more effective practitioners
- To be responsible for the line management, performance management and appraisal of specific staff.
- To participate in the recruitment and development of teaching and non-teaching staff of the school.
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures.
- Take part in paired observations and learning walks with members of SLT.
- Identifying key areas for development/support for individuals or year groups.
- The provision of professional advice and support and the identification of training needs.

- To ensure each class has a teacher and cover is provided for absent teachers, taking account of conditions of service and the availability of supply teachers.
- Ensure that the teachers at the school receive the information they need to carry out their professional duties effectively.
- Ensure that newly qualified teachers, and those returning to work after a break in service, have access to adequate support and training in their first year of service or resumed service.
- Exercise responsibility for the supervision and training of teachers during their induction periods.
- Manage the threshold assessment process fairly and undertake the assessment of any eligible teacher who requests it in consultation with the Executive Principal if appropriate.
- Have regard for the work/life balance of school staff.

Teaching and Learning:

Actively promote, foster and develop a culture of inclusion by,

- Working with senior leadership colleagues to ensure the delivery of effective classroom practice through a cycle of quality assurance that enables accurate monitoring and evaluation of SEND support for teaching and learning.
- Leading the direct delivery of a broad range of support and programmes which require the modification of teaching plans and strategies as practice and experience demands.
- Being responsible for developing and maintaining knowledge of local resources and developing working relationships with relevant statutory, voluntary and community groups and organisations.
- Participating in the organisation and delivery of training events and consultancy covering this highly specialist area, including work with the partner schools in the Trust.
- Use knowledge of school procedures, curriculum requirements to deliver differentiated work that meets the needs of individuals and groups promoting progression, continuity, and quality of learning across the school.
- Promoting relevant classroom inclusion strategies to ensure that a purposeful environment for teaching is established and learning can take place for all.
- Organising and maintaining a suitable working environment to ensure that resources and classrooms are organised and readily available to promote learning for students with SEND

Safeguarding and Attendance

- As the Designated Safeguarding Lead, to codify our safeguarding model and ensure that safeguarding practice, policies, procedures, systems and training are robust, up-to-date and implemented with fidelity by all staff.
- To lead staff training on safeguarding and inclusion to ensure that all staff understand and can articulate the rationale of our safeguarding model and consistently implement our routines to ensure the safety of pupils.
- To lead our termly safeguarding audit and ensure all actions arising are addressed in a timely fashion.
- To ensure that the whole staff team is trained to meet the needs of our SEN pupils.
- To attend and represent the school on Trust wide safeguarding and mental health meetings, including the annual safeguarding conference
- Ensuring that the school's policies in relation to safeguarding are followed by all staff
- Monitoring safeguarding trends and undertaking an annual review of safeguarding
- Liaising with external agencies, as required

- Co-ordinating the Vulnerable Children List, and working with other staff to ensure appropriate support for those young people
- To monitor attendance and lead on parent meetings and correspondence to ensure behaviour has a high profile and is exemplary across the federation

Behaviour Leadership :

- Leading on all pastoral and behaviour matters across the federation, and ensuring that the school remains an exemplar of best practice in relation to pastoral care, equality and inclusion
- Leading on training and development to support colleagues across the school to implement effective strategies to improve behaviour.
- Overseeing the pastoral work of the Learning Mentor and Family Worker.
- Having general oversight of the schools discipline, ensuring that good behaviour is promoted and rewarded and that any issues are dealt with promptly and fairly
- Ensuring appropriate systems for monitoring pastoral matters, and sharing information as required across staff (with due regard to confidentiality)

Teaching responsibilities :

At required points - To carry out duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.

- To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including some provision for cover of absent teachers.
- Participate, as appropriate and where necessary, in the teaching of pupils at the school.
- To be responsible for teaching across all key stages.
- Develop and demonstrate an expert knowledge of outstanding practice in line with teaching standards.

Relationships

- Make and maintain arrangements for parents to be given regular information about the school curriculum, the progress of their children and other matters affecting the federated schools, so as to promote common understanding of its aims.
- Work with all stakeholders to ensure that they contribute to the evaluation of the schools.
- Provide information and to work with the governors of the federated schools to ensure they carry out their role effectively.
- Provide for liaison and co-operation with TEFAT members, other schools and further education establishments.
- Recognise and support the work of the parents' and carers' group in supporting initiatives.
- Identify and offer opportunities for approved volunteers to support the work of the schools in terms of curriculum and extracurricular activities.

Resources

Work with the Executive Principal to:

- allocate, control and account for the financial and material resources of the school, and be accountable to the governing body for their proper use.
- ensure the effective security, supervision and maintenance of school buildings, their contents and the school grounds.

General responsibilities

- To keep up to date with Ofsted legislation and ensuring that the schools are Ofsted Ready - including preparing reports (SIP, SAP, TOP's) and Data analysis.
- To be aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children, young people and vulnerable adults as it relates to this role.
- To ensure the Executive Principal is made aware of and kept fully informed of any concerns arising in relation to safeguarding and/or child protection.
- Have due regard for TEFAT and school policies on equal opportunities, health and safety and any other relevant area.

Key Performance indicators

- Safeguarding is effective
- Children's outcomes are strong and improving
- The overall quality of educational provision is good or outstanding
- The curriculum is broad, ambitious and reflects the local community and children's needs
- Children, parents and staff voice is positive
- Engagement with the wider family of TEFAT academies is positive
- Engagement with TEFAT Central team and stakeholders is collaborative
- Support networks between schools within the region and within the Trust develop the children and the staff through collaboration
- Build capacity at all levels

Key Relationships (Internal and External)

- Executive Principal
- Federation Senior Leadership Team (SLT)
- Federation Finance Manager
- Federation Administration Team
- School based teaching and support staff colleagues
- TEFAT Central HR Team/Finance and Operations Group Directors
- Other HR & Finance colleagues within the Trust
- TEFAT members, other schools and further education establishments
- Any other stakeholders
- Parents and carers / guardians

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

	Essential	Desirable
Education and Qualifications		
Degree Qualified Teacher Status	X	
Evidence of continuing professional development relating to school leadership and management	X	
Ability to identify own learning needs and support other in identifying their learning needs	X	
SENDco Qualification or in the process of achieving it		X
Holds DSL qualification		X
Knowledge and Experience		
Successful experience of leading an aspect of inclusion eg SEN	X	
Experience of being a Designated Safeguarding lead	X	
Teaching experience in both KS1 and KS2	X	
A proven track record of successful leadership and delivery of learning	X	
Experience of pastoral development and implementation of successful intervention strategies	X	
Experience of effective behaviour management and commitment to ensuring that student behaviour is outstanding	X	
Knowledge of the potential barriers to learning	X	
Teaching and Learning		
Clear understanding of what good quality teaching and learning looks like and effective strategies for SEND	X	
Experience of developing teachers so they have the best inclusion practice in their classrooms for SEN children.	X	
Effective systems of recording and monitoring progress of groups	X	
Secure understanding of assessment strategies and the use of assessment to inform the next stages of learning	X	
Experience of effective monitoring of teaching and learning.	X	

Clear understanding of the characteristics of successful behaviour management	X	
Good understanding of Safeguarding	X	
Professional Skills		
Ability to think and plan strategically	X	
Commitment to a student centred approach to the delivery of the curriculum, ensuring inclusive learning	X	
Demonstrable ability to lead, motivate, develop and inspire staff and to encourage family and community involvement	X	
Ability to work effectively as part of the schools team and with governors, trustees, students, parents/carers, stakeholders and partners beyond the education sector	X	
Highly developed communication and interpersonal skills, with the passion, presence and credibility to lead, empower and inspire a wide range of stakeholders	X	
Personal Qualities		
Able to demonstrate commitment to the values and behaviours which flow from The Elliot Foundation Academies Trust Values and ethos	X	
Able to self reflect and challenge existing thinking across the Federation constructively	X	
Able to take responsibility and take action ensuring high expectations of self and others, including courage, challenge and integrity	X	
Proactive and positive approach	X	
Resilience; the ability to work under pressure and meet deadlines	X	