



## JOB DESCRIPTION

Job Title:

**Vice Principal (Inclusion)**

**Non-classroom based**

Location:

**The Richmond Primary Academy**

### **Job Purpose:**

Under the direction of the Principal, play a lead role:

- ★ In formulating the aims, objectives of the schools and establishing the policies through which they are to be achieved
- ★ Be responsible for the standards, provision and curriculum of all pupils with special educational needs, including monitoring of progress towards achievement
- ★ To take full responsibility for the school in the absence of the Principal
- ★ Carrying out the professional duties of a teacher as required
- ★ Taking responsibility for child protection issues as appropriate
- ★ Promoting a culture of inclusion within the school community where all views are valued and consider enrichment and extra-curricular activities which will meet the Trust's aspirations for pupils.
- ★ Creating a stimulating climate which will encourage all pupils to fulfil their potential, in the widest sense, and maintain a lifelong enthusiasm for learning and personal development

### **Background:**

The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside and London.

Our aim is to be the country's leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment.

### **Reporting To:**

Principal

# MAIN RESPONSIBILITIES

## Duties and responsibilities

- In partnership with the Principal and the Local Governing Body establish and implement an ambitious vision and ethos for the future of the school
- To act as SENDCo for the academy - completing all statutory requirements of this role
- Play a leading role in the school improvement and school self-evaluation planning process
- In partnership with the Principal, manage school resources
- Devise, implement and monitor action plans and other policy developments
- Lead by example to motivate and work with others
- In partnership with the Principal, lead by example when implementing and managing change initiatives
- Be responsible for the pastoral team, including our Parent Support Advisor/DSL, ELSA team, teaching support staff and the lunchtime supervisors on a daily basis. Sharing lunchtime duties with the Principal
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school, including liaising with external agencies where needed

## Leading Teaching and Learning

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community including taking on responsibility for a core subject within the curriculum
- Work with the Principal to raise standards through staff performance management
- Lead the development and delivery of training and support for staff
- Lead the development and review of all aspects of the curriculum including planning recording and reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils
- Work in partnership with the Principal to manage the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented
- With the Principal, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality, supporting individual teachers where necessary with all aspects of their role
- Ensure the systematic teaching of basic skills and recording of impact is consistently high across the school
- Develop and review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards
- Ensure through leading by example the active involvement of pupils and staff in their own learning

### **Developing self and others**

- Support the development of collaborative approaches to learning within the school and beyond
- Support the induction of staff new to the school and those being trained within the school
- Act as mentor for ECT's and have shared responsibility for students on teaching practice and those undertaking work experience, as appropriate
- Participate as required in the selection and appointment of teaching and support staff, including overseeing the work of supply staff/trainees/volunteers in the school
- Lead the annual appraisal process for identified support and teaching staff
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn
- Work with the Principal to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management

### **Managing the organisation**

- Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate
- Ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school
- Be a proactive and effective member of the senior leadership team
- Ensure the day-to-day effective organization and running of the school including the deployment of staff as appropriate
- To undertake any professional duties, reasonably delegated by the Principal

### **Securing Accountability**

- Lead and support the staff and governing body in fulfilling their responsibilities with regards to the school's performance and standards
- Support the Principal in reporting the school's performance to its community and partners
- Promote and protect the health and safety welfare of pupils and staff
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

### **Strengthening Community**

- Work with the Principal in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
- Develop and maintain contact with all specialist support services as appropriate
- Promote the positive involvement of parents/carers in school life

- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Strengthen partnership and community working
- Promote positive relationships and work with colleagues in other schools and external agencies

# PERSON SPECIFICATION

Your application will be reviewed against the essential and desirable criteria listed below.

Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application. Candidates should expect a level of assessment at each of these stages:

- 1 - Application
- 2 - Test/Presentation
- 3 - Interview

	Essential	Desirable
<b>Qualifications and Professional Development</b>		
<ul style="list-style-type: none"> <li>• Honours degree related to Primary Education or a curriculum subject.</li> </ul>	<b>X</b>	
<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> </ul>	<b>X</b>	
<ul style="list-style-type: none"> <li>• Experience in the SENDCo role.</li> </ul>	<b>X</b>	
<ul style="list-style-type: none"> <li>• SENDCO Qualification (completed or close to completion)</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>• Participation in work with other schools/agencies</li> </ul>		<b>x</b>
<ul style="list-style-type: none"> <li>• Senior/middle management training or school management programme</li> </ul>		<b>x</b>
<b>Experience</b>		
<ul style="list-style-type: none"> <li>• Experience of teaching KS1 and KS2</li> </ul>	<b>X</b>	
<ul style="list-style-type: none"> <li>• Demonstrable evidence of high standards of class teaching.</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>• Experience of SEN leadership to promote pupils' enjoyment and engagement in learning</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>• Experience of analysing and using the data to progress learning across the whole school</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>• Experience of coordinating and developing staff</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>• Ability to act as a positive teaching role model</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>• Experience of managing teaching resources and a curriculum budget</li> </ul>		<b>x</b>
<ul style="list-style-type: none"> <li>• Experience of developing good relationships with a range of stakeholders and maximising their contribution to raising standards.</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>• Practical understanding of effective teaching and evaluation strategies including relating to SEND</li> </ul>	<b>x</b>	

• Experience of leading performance management and/or staff management		<b>x</b>
• Experience of school budget setting procedures		<b>x</b>
<b>Skills and Knowledge</b>		
• Ofsted awareness.	<b>x</b>	
• Awareness of current developments in SEND, Education and the implications of these.	<b>x</b>	
• Understanding of inclusion and personalised learning.	<b>x</b>	
• Understanding of effective assessment and target setting procedures.	<b>x</b>	
• Competent in the use of ICT	<b>x</b>	
• Team working skills	<b>x</b>	
• Effective and adaptable communication and interpersonal skills	<b>x</b>	
• Motivation and leadership skills	<b>x</b>	
• Ability to promote and develop a vision for high quality education promoting inclusion, spiritual, moral and cultural development	<b>x</b>	
• A determination to progress school improvement	<b>x</b>	
• Fully supportive of the school's values	<b>x</b>	
• A desire to allow each child the opportunity to fulfil their potential, both academically and on a personal level	<b>x</b>	
• Commitment to equality of opportunity and raising achievement for all	<b>x</b>	
• A willingness to provide extracurricular activities in line with the school's commitment to an extended and enriched curriculum	<b>x</b>	
• A commitment to develop curriculum flexibility to suit the needs of our pupils	<b>x</b>	
• Experience of implementing strategies to promote social inclusion, personal and social development	<b>x</b>	
• Experience of working with EAL, SEN or pupils with identified barriers to learning	<b>x</b>	
• Experience of working with children from a variety of backgrounds and/or vulnerable groups of pupils	<b>x</b>	

<ul style="list-style-type: none"> <li>Recent experience of an OFSTED Inspection and its follow up</li> </ul>		<b>x</b>
<ul style="list-style-type: none"> <li>Knowledge and understanding of promoting community learning and extended schools</li> </ul>		<b>x</b>
<b>Equal Opportunities</b>		
<ul style="list-style-type: none"> <li>A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best.</li> </ul>	<b>x</b>	
<b>Safeguarding</b>		
<ul style="list-style-type: none"> <li>Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child.</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>Play an important part in the wider safeguarding of children - identifying concerns, sharing information and taking prompt action to safeguard and protect them.</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children.</li> </ul>	<b>x</b>	
<b>Health and Safety</b>		
<ul style="list-style-type: none"> <li>Aware of Health &amp; Safety and Safeguarding as appropriate to role.</li> </ul>	<b>x</b>	

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.*

*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 Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.*

*This Job Description is current at the time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.*

*The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.*

**All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.**