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| **BRIGANTIAmaster2015**  Graphical user interface, text  Description automatically generated with medium confidence | **Yewlands Academy**  **(a member of the Brigantia Learning Trust)**  **JOB DESCRIPTION** |
| This academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment | |
| **POST TITLE** | **Vice Principal Inclusion** |
| **LEADERSHIP RANGE** | **L18-22** |
| **RESPONSIBLE TO** | **Principal** |
| **RESPONSIBLE FOR** | **See Specific Duties** |
| **PURPOSE OF JOB** | **See Key Aspects of the role.** |

**Key Aspects of the Role:**

**The Vice Principal** **Inclusion** will be required to carry out such particular duties as set out in the current School Teachers Pay and Conditions Document (STPCD), in relation to the post and to meet the expected standards expected of a qualified teacher. They will also oversee safeguarding of the students at Yewlands Academy and be the Designated Safeguarding Lead (DSL).

**The Vice Principal** **Inclusion** will liaise with the Principal and all teachers and support staff, parents and carers and LA representatives and Trust Members.

**The Vice Principal** **Inclusion** will under the strategic leadership of the Principal, make a significant contribution to the development and direction of the academy so that all pupils have the best possible care, have access to a broad and balanced curriculum and achieve the highest standards of behaviour and attendance, in line with the ethos of the academy.

**Leadership:**

* To provide high quality Leadership and Management commensurate with the needs of the academy.
* Work alongside the Principal to monitor, evaluate and review according to the academy’s self-evaluation cycle and undertake key leadership actions on the Academy Development Plan as agreed annually with the Principal.
* To be accountable to the Principal for ensuring the educational success of the academy within the overall framework of the Academy’s Development Plan (ADP).
* Work with the Principal to contribute to strategic planning for the academy for both the short and long term, anticipating needs and responding to developments both in the local community and in a national context.
* To create a culture of constant improvement within a collaborative professional learning environment
* Be an inspirational leader, committed to the highest achievement for all in every area of the academy’s work.

**Key Areas of Responsibility:**

The Vice Principal Inclusion role is critical to the success of the academy in achieving outstanding outcomes for all its pupils across all key stages and in all aspects of their work. It is the responsibility of the post holder to ensure that pupils’ daily experience is a safe, enriching and rewarding one in which they can flourish as individuals due to the systems and structures in place. Leading Inclusion is foundational to this role as the post holder will act as a model of outstanding teaching and learning practice as well as an inspirational leader

* Lead the academy’s delivery of all aspects of inclusive practice (including, but not limited to): SEND, attendance and safeguarding.
* Be accountable for pupil welfare and wellbeing, contacting parents, carers, colleagues and the full range of other agencies as necessary and ensuring accurate and effective pupil records are maintained.
* Line Management of the Safeguarding, SEN and attendance Teams.
* Line Management and leadership of the SENDCO, TAs and the wider student support team.
* Line Management of Medical staff, systems and procedures.
* Provide strategic leadership for Attendance and Pastoral activities of the academy.
* Secure the commitment of others to the vision and ethos of the school and embed ambition to drive improvement and deliver high levels of progress, attainment and student success that exceeds national expectations.
* Set and implement appropriate strategies for raising expectations, levels of attendance for all students across the academy
* Secure and sustain effective teaching and learning for all pupils throughout the academy by monitoring and evaluating the quality of teaching and standards of pupils’ achievement, using benchmarks and setting targets for improvement. This should include pupils with special educational or linguistic needs in order to set and meet challenging, realistic targets for improvement.
* Update school records, analyse attendance data and provide reports to senior managers and other professionals. Disseminate information, both internally and externally, in a timely fashion.
* Meet with school staff, pupils and parents to establish the reasons for non attendance/poor punctuality and agree a plan with appropriate strategies and timescales to tackle the issues.
* Ensure a consistent focus on student attendance, safety and development.
* Promote a culture of reflective and personalised learning where all students are empowered to take responsibility for their own learning and achievement.
* Develop and embed strategies which ensure high expectations of attendance and listen to the student voice.
* Design and implement policies that support the academy vision and help to improve all elements of student wellbeing and behaviour
* Provide an example of excellence as a leading classroom practitioner to inspire and motivate other staff.
* Create and maintain effective partnerships with parents/ carers.
* Develop community engagement, promoting a continuous culture of change and nurturing creativity for all.
* Strengthen the academy’s positive image in the wider community.
* Develop the academy’s extended school provision.
* Actively support the diversity of the academy’s communities and pupils.
* Promote excellence in teaching and learning, ensuring a continuous and consistent academy-wide focus on pupils’ achievement and development (moral, spiritual, physical and social, as well as academic).
* Ensure that a high-quality educational experience is available for all children and young people.
* Oversee the safeguarding of alternative curriculum provision. Through monitoring and evaluation, identify and act on areas of improvement for this inclusive provision
* In partnership with other senior leaders, build an inclusive, personalised curriculum with individualised learning support.
* Develop an inclusive and supportive approach so that the academy is a place where all pupils feel welcome.
* Ensure that effective and appropriate pastoral and spiritual support is available to pupils.
* Establish creative, responsive and effective learning in all curriculum areas.
* Ensure the successful creation, implementation and development of extra and cross curricular activities to enrich and broaden pupils’ experience.
* Create a culture of challenge, support and high expectations.
* Use pupil performance data to guide and inform parents/carers as required.
* To support the Principal in managing and monitoring the curriculum of the academy within the agreed delegated budget, setting appropriate priorities for expenditure allocating funds and ensuring effective administration and control.
* Take responsibility for the collection and analysis of data commensurate to role and provide to Principal within set deadlines.
* Effectively implement Trust policy as agreed with the Principal.

**Supporting the work of Brigantia Learning Trust, the postholder will:**

* Create strong partnerships within the Trust.
* Be a positive and active member of the academy SLT.
* Develop strong, positive relationships with colleagues in the Trust, contribute to collaborative work across the Trust and support other staff participating in Trust work.
* Participate in the Trust and sector-wide activities in order to share best practice, contribute to the development of the Trust strategies as appropriate and policies and promote the academy and the Trust in a local and national context.

**Safeguarding, the postholder will:**

* Take responsibility for ensuring that all academy safeguarding policies and procedures are understood and followed in order to ensure safeguarding remains highly effective.
* Take responsibility for keeping up to date about national safeguarding requirements and undertaking and delivering any relevant training.

**NOTES**

*The aim of the job description is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the CEO or nominated representative (in consultation with the postholder) to reflect the changing needs of the Trust/Academy.*

**This is an outline job description only and the post holder will be expected to undertake the duties commensurate within the range and grade of the post or any lesser duties as directed by the Principal or his/her representative.**

**Signed: ……………………………………………………… Date: ………………………**

**Postholder**

**Signed: ……………………………………………………… Date: ………………………**

**Principal**

**THIS POST IS EXEMPT FROM THE REHABILITATION OF OFFENDERS ACT 1974**

**BRIGANTIA LEARNING TRUST IS COMMITTED TO PROVIDING A SAFE, SUPPORTIVE AND STIMULATING ENVIRONMENT FOR ALL ITS PUPILS FOLLOWING SAFEGUARDING CHILDREN 2004 GUIDELINES**

**Safeguarding and protecting our children and young people from harm is central to the Trust’s ethos. We want to make sure that children and young people feel safe and secure. This post is subject to an enhanced DBS check.**