**Job title: Vice Principal: Inclusive Practice**

**Scale:** L20 – L24

**Job purpose:**

The Senior Leadership Team (SLT) will work in partnership and share the following leadership and management responsibilities:

* To actively communicate the DAT’s vision embodied in the core values.
* To actively contribute to the effective implementation of Values Driven Expectations.
* To actively promote the school’s vision, ethos and values internally and externally.
* Raise aspiration, embed ambition and drive improvement by ensuring the highest quality provision and outcomes for all groups of learners.
* Maintain the highest possible personal and professional standards, leading by example at all times.
* Contribute to the setting of school and DAT targets and implementation of the school/DAT improvement plan.
* Promote devolved leadership, good relationships and communication between all members of the school and wider community, attending and leading relevant DAT, school and community meetings.
* Work in collaboration with the Governing Body.
* Implement consistently, effectively and fairly, all policies and procedures generally and specifically in relation to equal opportunities, inclusion and safeguarding.
* Play a full and active part in leading and supporting wider school functions including extended learning provision, school duties, and responsibility for school functions outside term time.

**Duties and responsibilities**

In addition to the shared function of all Senior Leaders at the school and the DAT, Vice Principals will be expected to:

* Deputise for the Principal should they be absent.
* Attend Governing Body meetings as required.
* Directly support the Principal in setting the strategic direction for the school and the strategic leadership team.
* Be Safer Recruitment (or equivalent) qualified.
* Collaborate with Unions as appropriate

**Specific Duties and Responsibilities**

* **Effective implementation of Teaching and Learning to support inclusive practice within the academy and to develop an integrated SEND and alternative provision for the Trust.**
* Work with the Trust’s Senior Safeguarding and Inclusion Officer and with senior leaders across the Trust to develop effective strategies to support the integrated SEND and alternative provision as set out in the Green Paper.
* Develop and implement the ‘Thrive’ approach to support the mental health of learners.
* Support the Vice Principal – Teaching and Learning with the implementation and further development of ‘Every Lesson Expectations’ with a specific focus on more vulnerable learners.
* Work with members of SLT and middle leaders to undertake regular QA and to address and areas requiring improvement. There should be a specific focus on the learning experience of more vulnerable learners.
* Contribute to the development and implementation of the Trust wide CPD programme and evaluate its impact.
* Develop strategies that fully support a ‘growth mindset’ culture and other strategies that support more vulnerable learners.
* Ensure that attachment training influences the practice of teachers to support more vulnerable learners.
* Maintain an understanding of key developments in teaching and learning at local, regional and national levels.
* Ensure all relevant policies are fit for purpose and implemented effectively (Assessment for Learning; Home Learning, SEND and Alternative Provision).

**Develop a Highly effective integrated SEND and alternative provision**

* Work with senior leaders and SENCOs across the Trust to develop and implement the three tiers of alternative provision as set out in the Green Paper. This will be a phased process focusing on phase one initially – an expert team of staff to support key learners in mainstream schools.
* Evaluate the effectiveness of the ‘Bridging’ facility and support other senior leaders with strategies to reduce both fixed term and permanent exclusions.
* Work with the VP (raising Achievement) to ensure that teachers effectively use prior attainment data to plan, teach and assess SEND learners and more vulnerable learners focussing on differentiation and challenge.
* Ensure that all key documentation is up to date and available of the school website.

**Use systems to maintain an up to date record of the quality of teaching**

* Use the Trust’s QA tool to ensure all teachers are able to deliver all aspects of the ‘Plan/Teach/Assess model to a routinely good standard. Further develop and implement aspects of QA that capture the quality of provision for more vulnerable learners. This will apply to mainstream and other areas of provision such as the ‘Bridge’ facility.
* Work with CALs to ensure they are able to undertake effective QA and that they focus on meeting the needs of more vulnerable learners.
* Work with the VP - Raising Achievement – track the progress of more vulnerable learners and to support staff with the effective implementation of a range of intervention strategies.
* Work with other members of SLT to regularly ‘health check’ subject areas with the above area of focus.

**Staff Development**

* Contribute to the induction process for all new teaching staff and associate staff who work with more vulnerable learners.
* Work with other members of SLT to ensure that middle leader meetings are highly effective and support the development of best inclusive practice in teaching and learning throughout the Trust.
* Develop and implement CPD sessions on teaching strategies that support the mor vulnerable learners.

**Learner Voice**

* Work with other senior leaders to ensure that more vulnerable learners have opportunities to give their views on their learning experience.
* Meet with key learner groups regularly to understand their views and act on their recommendations
* Undertake regular learner satisfaction surveys which are reported to governors

**General information**

* To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and learners to follow this example.
* To promote actively the school’s policies generally and specifically including those in relation to child protection and safeguarding.
* To actively promote and undertake personal professional development and the professional development of colleagues.
* To ensure compliance with the school’s Health and Safety Policy and undertake the risk assessments as necessary.
* To ensure compliance with the school’s procedures concerning safeguarding.
* To actively participate in the appraisal process.

**Standard for all jobs**

* To perform services not only for Dudley Academies Trust but also for any subsidiary as required.
* To take a proactive role in the identification of personal and group training and developmental needs which support Trust’s objectives and to actively participate in the fulfilment of identified training and development needs.
* To contribute to promotional activities both inside and outside the Trust and to assist in the production of promotional and publicity materials as required.
* To operate at all times within both the spirit and the practice of the Trust Equal Opportunities policies.
* To be aware of and work with due regard to safety and safe practice. To meet statutory requirements and to report any hazards/unsafe practices or incidents as appropriate.
* To represent the Trust in the best light at all times.
* To maintain such records and undertake administrative duties as may be determined by the Trust.
* To carry out any other duties in connection with the appointment which may be reasonably determined from time to time by the Chief Executive or line manager.

This job description is intended to provide a guide to the general duties and responsibilities of the specified post and to set in context the framework within which the post holder will operate. It should not be regarded as a legal document nor a set of conditions of service.

The job description sets out the main duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the post. Such variations are common occurrences and cannot of themselves justify a reconsideration of the grading of the post.

This job description will be reviewed regularly and may be varied in the light of the business needs of the Trust.

Prepared by: Jo Higgins, Chief Executive

Date: April 2022

Name of post holder (*please print*): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by post holder: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Person Specification**

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| --- | --- | --- | --- |
|  | **E** | **D** | **Method of Assessment** |
| **Knowledge/qualifications** |  |  |  |
| Degree and/or relevant qualification/experience. | 🗸 |  | App Form |
| Membership of appropriate professional body. |  | 🗸 | App Form |
| Management qualification. |  |  | App Form |
| **Experience** |  | 🗸 |  |
| Significant experience at a senior management level of curriculum management. | 🗸 |  | App Form/Int |
| At least 5 years management experience. | 🗸 |  | App Form/Int |
| Significant experience at a senior management level of people management. | 🗸 |  | App Form/Int |
| Substantial knowledge and understanding of supporting learners in schools. | 🗸 |  | App Form/Int |
| **Skills** |  |  |  |
| Outstanding teaching skills. | 🗸 |  | App Form/Int |
| The ability to motivate individuals and teams. | 🗸 |  | App Form/Int |
| Good level of IT skills. | 🗸 |  | App Form/Int |
| Budgetary skills. |  | 🗸 | App Form/Int |
| Good written and verbal communication skills. | 🗸 |  | App Form/Int |
| Good presentation skills. | 🗸 |  | MT |
| Good organisational skills. | 🗸 |  | App Form/Int |
| **Additional factors** |  |  |  |
| Evidence of Continued Professional Development. | 🗸 |  | App Form/Int |
| Driving licence. |  | 🗸 | App Form/Int |
| **Safeguarding** |  |  |  |
| Must be suitable to work with young people and vulnerable adults. |  |  | App Form/ Int/Checks |

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| --- | --- |
| E = Essential  D = Desirable | App Form = Application Form Int = Interview  Test = Interview Test Pr = Presentation  Ref = Reference MT = Micro teach  Checks = Disclosure and barring service |

The Dudley Academies Trust operates a no smoking policy