



Job Description

Post Title:	Vice Principal
Accountable To:	Principal
Scale:	Leadership Point 21-25

PURPOSE OF THE POST

In conjunction with the Principal, the Vice Principal will:

- Develop the academy as a catalyst for social change, improving the outcomes for students and the community as a whole, with a relentless focus on disadvantaged students and students with a Special Educational Need and/or Disability.
- Be committed to supporting the child through their learning journey from 11-16 and beyond.
- Design and develop an outstanding, innovative and creative curriculum comprised of high quality vocational and academic options and utilising the latest technologies.
- Develop, in all students and staff, versatile skills and attitudes required for lifelong learning in a rapidly changing world.
- Develop positive external relationships at a local and strategic level, in partnership with The GORSE Academies Trust and others, to promote the continued development of the academy, as a central resource for the community.
- Deputise for the Principal in their absence.

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the Academy's policy statements to fulfil the general aims and objectives of the Academy's Leading Learning Plan.

DEVELOPING PROFESSIONAL AND CONSTRUCTIVE RELATIONSHIPS

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Promote the academy vision and values and an ethos in which the highest achievements are expected from all members of the academy community.
- Establish and develop effective team working practices.
- Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies.
- Ensure an aspirational and motivational culture is developed, sustained and celebrated.
- Be able to prioritise, be efficient and meet deadlines.
- Be an effective and clear line manager.

WORKING WITHIN THE LAW AND FRAMEWORKS

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
- Know how to identify potential child abuse and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.

DEVELOPING PRACTICE

- Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e. training, mentoring etc.)
- Recognise the importance of self-evaluation in raising standards
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being refining their approaches where necessary.
- Work effectively with the Principal and Executive Principal, the Chair of the Local Governing Body and the Local Governing Body itself to enable it to meet its responsibilities for securing effective teaching and learning and high standards of achievement, and for achieving efficiencies and value for money.
- Work closely with the Board of The GORSE Academies Trust, its other academies, strategic partners and stakeholders.

PROFESSIONAL SKILLS

- Promote and model inspirational teaching and learning around all subjects.
- Manage pastoral care, student welfare, child protection and anti-bullying procedures effectively.
- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ID and thinking and learning skills appropriate within their phase and context.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
 - Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
 - Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
 - Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas of development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the Academy.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the Academy's behaviour policy.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

STRATEGIC DIRECTION AND DEVELOPMENT

- Support the Principal in the communication of the vision, effective management and operational efficiency to fulfil the ethos of the academy.
- Lead on the relentless prioritisation of disadvantaged students through all aspects of leadership.
- Lead on key specific areas of responsibility that ensure the realisation of an exceptional educational provision for all young people at the academy.
- Work in conjunction with community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

- Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local data to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

PERSONAL RESPONSIBILITIES

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.

ANY SPECIAL CONDITIONS OF SERVICE

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.

Person Specification Vice Principal

Criteria	Essential/ Desirable	Evidence
Qualifications	E/D	
• Good honours degree in relevant subject	E	• Application • References
• Qualified Teacher Status	E	
• MA/further qualification relating to educational pedagogy	D	
Knowledge and Skills	E/D	
• Ability to turn vision into reality	E	• Application • Interview • References
• Ability to inspire and motivate others	E	
• Ability to lead and manage a fully inclusive school	E	
• Ability to lead the design and development of an innovative curriculum	E	
• Ability to understand, analyse and make effective use of a wide range of data	E	
• Ability to work effectively with members of the local community and	E	
• a range of stakeholders in developing the Academy as a community resource	E	
• Ability to provide a safe environment to ensure the physical and psychological safety of the students	E	
• Outstanding classroom practitioner	E	
• Good knowledge and understanding of current educational thinking	E	
• Exceptional levels of literacy and the skills to decimate this knowledge to others	E	
• Proven ability to use intervention strategies to raise attainment of learners	E	
• An understanding of the challenges of Primary / Higher and/OR Further Education	D	
• An understanding of associated external agencies and avenue of support for young people	D	
• A designated child protection officer	D	
Experience	E/D	
• Track record of successful senior leadership experience	E	• Application • Interview • References
• Experience of successfully changing organisational culture, in relation to aspiration, teaching practices and standards	E	
• Experience of developing and leading curriculum, innovation, using latest technologies	E	
• Experience of raising standards	E	
• Excellent record of student performance in public examinations	E	
• Experience of delivering INSET	E	

• Financial, budgetary and resource management experience	D	
• Experience of engaging with community, business and industry partners	D	
• Experience of developing, expanding and managing organisational change	D	
Continuous Professional Development	E/D	
• Evidence of commitment to Continuing Professional Development	E	• Application
• Ability to lead the development of others	E	
Personal Qualities		
• A passion for education and making a difference.	E	• Application • Interview • References
• Excellent communicator.	E	
• Effective team leader/member.	E	
• Drive and determination.	E	
• Ambition.	E	
• Energy, enthusiasm, sense of humour.	E	
• The ability to forge effective relationships that aid the progression of the department.	E	
• The ability to dominate your area of responsibility and ensure outstanding practice is disseminated through the academy as a consequence.	E	

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