



## **STAR ACADEMIES**

*Nurturing Today's Young People, Inspiring Tomorrow's Leaders*

### **VICE PRINCIPAL: PASTORAL & INCLUSION**

#### **JOB DESCRIPTION**

##### **JOB SUMMARY:**

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

##### **JOB PURPOSE:**

1. Support and assist the Principal by providing dynamic instructional leadership and management by sharing and modelling the school's vision and values in everyday work and practice.
2. Work with the Principal and other Star leaders to ensure the very best education for the pupil, through achieving the organisation's aims and objectives.
3. Lead the implementation of Star pastoral systems to secure high levels of attendance and outstanding behaviour.
4. Ensure a consistent and continuous focus on pupils' achievement, with systems for recording individual pupil's progress, and effective use of data and benchmarks to monitor progress in every pupil's learning.
5. Develop and maintain high quality transition from primary schools, with curriculum continuity and maximised pupil progress.
6. Ensure that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting long, medium- and short-term objectives and targets which secure the educational success of the school.
7. Assist in the creation and implementation of a strategic plan which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.
8. Lead on the implementation of all policies and procedures relating to safeguarding.

##### **KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

###### **1. Overall Strategic Responsibilities**

- 1.1 Work in partnership with the Principal, Senior Leadership Team, Local Accountability Board, staff, pupils, parents and the trust in generating the ethos and values which underpin the school enriched by mutual care and respect extending into the local community.
- 1.2 Support the maintenance and enhancement of the school's ethos and mission through own outstanding

professional conduct and high expectations of others.

- 1.3 Provide outstanding strategic and operational leadership of assigned areas of responsibility.
- 1.4 Develop and implement an effective strategy for assigned areas of responsibility in collaboration with other members of the Senior Leadership Team.
- 1.5 Devise and implement a development plan for all areas of responsibility with clear annual targets agreed with all members of the Senior Leadership Team.
- 1.6 Performance manage assigned staff with respect to all areas of responsibility for pupils; through regular meetings, setting of appropriate targets for performance, providing support and challenge and undertaking regular reviews for feedback.
- 1.7 Develop systems and structures for the effective management and administration of all areas of responsibility.
- 1.8 Quality assure provision, in all areas of responsibility, in line with the expectations set out in Star Playbooks and Standard Operating Procedures.

## **2. Pastoral**

- 2.1 Provide line management of the Pastoral team, supporting and challenging them to achieve all targets.
- 2.2 Devise and lead implementation of a pastoral development strategy.
- 2.3 Develop and lead implementation of strategies to enhance transition arrangements for new pupils.
- 2.4 Develop and lead implementation of strategies to sustain the highest levels of attendance and punctuality, in line with Attend Like A Star Playbook.
- 2.5 Implement Behave Like A Star Playbook and related interventions, including an effective rewards and sanctions system.
- 2.6 Fulfil the role of Designated Safeguarding Lead and develop strategies to ensure the effective safeguarding of children.
- 2.7 Develop and implement the Rising Stars (SMSC) programme.
- 2.8 Implement the trust's Emotional Wellbeing and Mental Health Strategy.
- 2.9 Manage the pupil, staff and parent councils.
- 2.10 Lead the delivery of an 'Every Child Matters' Group to enhance and sustain a bespoke programme of support for learners at-risk in relation to safeguarding, behaviour and attendance.
- 2.11 Manage the planning and delivery of the assemblies and 'registration' programme.

## **3. Professional Development**

- 3.1 Provide strategic leadership and management of the professional development of staff in regard to pastoral provision.
- 3.2 Lead the organisation and delivery of practice clinics to enhance quality of pastoral provision, including matters relating to behaviour, attendance and safeguarding.
- 3.3 Identify particular development needs in individual staff and provide instructional coaching to address these.
- 3.4 Support the induction of new staff to ensure that there is consistency in behaviour for learning and behaviour management strategies.

#### **4. Personalised Learning and Special Educational Needs**

- 4.1 Ensure the implementation of the All Stars Succeed Playbook and Toolkit.
- 4.2 Provide line management of the SENDCo, supporting and challenging the team to achieve all targets.
- 4.3 Develop and lead implementation of strategies to enhance provision for G & T and SEN pupils.
- 4.4 Lead the completion of provision mapping.

#### **5. Careers And Information, Advice and Guidance**

- 5.1 Provide line management of the Careers and Enterprise team within the school, supporting and challenging them to achieve all targets.
- 5.2 Develop and lead implementation of strategies to provide effective careers guidance to all pupils.
- 5.3 Develop and manage a programme of enhanced information, advice and guidance for all pupils.
- 5.4 Have the strategic overview of the provision of work experience placements for pupils.
- 5.5 Track pupil sustained destinations and ensure that all pupils continue in education or employment from ages 16-18.

#### **6. Leadership Enrichment**

- 6.1 Lead the development and delivery of the school's leadership specialism.
- 6.2 Lead the organisation and management of the enrichment programme, to be delivered outside school hours, based around the five leadership foundations of sport, creativity, performing arts, enterprise and careers, and charity and social action.
- 6.3 Manage the organisation and delivery of the 'leadership days', 'specialist days' and leadership-related activity, within and beyond the curriculum, in liaison with staff with responsibility for 'Leadership'.
- 6.4 Lead the development and management of the 'Star Diploma' programme.

#### **7. Faculty Management – Subject Leadership**

- 7.1 Provide line management to the Directors of Learning / Subject Leaders for designated faculties, supporting and challenging them to achieve all targets.
- 7.2 Audit all curriculum areas in the designated faculties to ensure that the curriculum is in line with the Star Curriculum.
- 7.3 Support Directors of Learning to implement Teach Like A Star Playbook, including the delivery of instructional coaching, lesson visits and practice clinics.

#### **8. Relationships with Others**

- 8.1 Participate in the Performance Management Cycle and INSETs.
- 8.2 Participate in the induction of new staff into the school community.
- 8.3 Maintain good working relationships with colleagues, pupils, parents/carers, governors, the community and the trust and ensure all communication is consistent with the school's ethos.
- 8.4 Ensure that parents/carers and pupils are well informed about all aspects of provision (within areas of responsibility) and about the contribution they can make in supporting their child's learning.
- 8.5 Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including staff, governors, local community, OFSTED, and others to enable them

to play their part effectively.

## **9. Other Responsibilities**

- 9.1 Lead on the promotion, dissemination, implementation and monitoring of whole-school strategies.
- 9.2 Contribute to the wider life of the Trust, its schools and its community through out of hours and partnership work.
- 9.3 Deliver a reduced teaching timetable as required to enable the delivery of the curriculum.
- 9.4 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 9.5 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 9.6 Carry out any such duties as may be reasonably required by the Trust.

## **10. Records Management**

- 10.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record- keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

*This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.*



Star

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### PERSON SPECIFICATION

|  |  |                         | Assessed by: |                    |
|--|--|-------------------------|--------------|--------------------|
| No                                     | CATEGORIES   | Essential/<br>Desirable | App<br>Form  | Interview<br>/Task |
| <b>QUALIFICATIONS</b>                  |  |                         |              |                    |
| 1.                                     | A degree qualification (2 or above).   | E                       | ✓            |                    |
| 2.                                     | Qualified Teacher Status.  | E                       | ✓            |                    |
| 3.                                     | Evidence of Continuous Professional Development.   | E                       | ✓            |                    |
| 4.                                     | Middle or Senior Management qualification (e.g. NPQs).   | E                       | ✓            |                    |
| <b>EXPERIENCE</b>                      |  |                         |              |                    |
| 5.                                     | Effective management of a high-performing faculty or pastoral team.                                  | E                       | ✓            | ✓                  |
| 6.                                     | Sustained delivery of outstanding achievement.   | E                       | ✓            | ✓                  |
| 7.                                     | Track record of delivering 'outstanding' outcomes for pupils.  | E                       | ✓            | ✓                  |
| 8.                                     | Innovation and creativity to engage, enthuse and progress learners.                                  | E                       | ✓            | ✓                  |
| 9.                                     | Partnership and team working.  | E                       | ✓            | ✓                  |
| 10.                                    | Developing and leading the implementation of strategies to achieve whole school/college improvement. | E                       | ✓            | ✓                  |
| 11.                                    | Leading improvements in Pastoral Care and Safeguarding.  | D                       | ✓            | ✓                  |
| 12.                                    | Developing and implementing whole-school pastoral and learning support for pupils.                   | D                       | ✓            | ✓                  |
| 13.                                    | Developing and implementing provision for careers guidance and SMSC.                                 | D                       | ✓            | ✓                  |
| <b>ABILITIES, SKILLS AND KNOWLEDGE</b> |  |                         |              |                    |
| 14.                                    | Ability to teach to GCSE standard.   | E                       | ✓            | ✓                  |
| 15.                                    | Ability to teach to A-level standard.  | D                       | ✓            | ✓                  |

|                           |  |                         | Assessed by: |                    |
|---------------------------|--|-------------------------|--------------|--------------------|
| No                        | CATEGORIES   | Essential/<br>Desirable | App<br>Form  | Interview<br>/Task |
| 16.                       | Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets.       | E                       | ✓            | ✓                  |
| 17.                       | Ability to develop and implement strategies to enhance and sustain whole school initiatives.                                     | E                       | ✓            | ✓                  |
| 18.                       | Ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives.                          | E                       | ✓            | ✓                  |
| 19.                       | Ability to communicate verbally with, and write reports for, a range of stakeholders, including Governors and external agencies. | E                       | ✓            | ✓                  |
| 20.                       | Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes.                      | E                       | ✓            | ✓                  |
| 21.                       | Ability to work autonomously, prioritise conflicting demands and thrive under pressure.  | E                       | ✓            | ✓                  |
| 22.                       | ICT skills to manage and report on performance data to a range of audiences (Ofsted, Governors, parents, staff and pupils).      | E                       | ✓            | ✓                  |
| 23.                       | Understanding of contemporary issues relating to safeguarding, pastoral matters and learning support.                            | D                       | ✓            | ✓                  |
| <b>PERSONAL QUALITIES</b> |  |                         |              |                    |
| 24.                       | A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.                     | E                       | ✓            | ✓                  |
| 25.                       | Commitment to working flexibly outside of school hours to achieve outstanding outcomes for young people.                         | E                       | ✓            | ✓                  |
| 26.                       | Personal resilience, persistence and perseverance.   | E                       | ✓            | ✓                  |
| 27.                       | Highly organised, literate and articulate.   | E                       | ✓            | ✓                  |
| 28.                       | A strong commitment to the Trust value of 'Service'.   | E                       | ✓            | ✓                  |
| 29.                       | A strong commitment to the Trust value of 'Teamwork'.  | E                       | ✓            | ✓                  |
| 30.                       | A strong commitment to the Trust value of 'Ambition'.  | E                       | ✓            | ✓                  |
| 31.                       | A strong commitment to the Trust value of 'Respect'.   | E                       | ✓            | ✓                  |
| 32.                       | Commitment to support Star Academies' agenda for safeguarding and equality and diversity.  | E                       | ✓            | ✓                  |
| 33.                       | Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.                             | E                       | ✓            | ✓                  |