



Huish Academy

JOB DESCRIPTION: VICE PRINCIPAL, PASTORAL

RESPONSIBLE TO: Principal

CONTRACT TYPE: Permanent

WORKING PATTERN: Full Time

JOB SUMMARY:

Purpose - To provide strong leadership for all aspects of pastoral care at the Academy, including but not exclusively behaviour and safety, safeguarding, early help, tutorial provision, SEND, LAC, attendance and admissions.

Safeguarding - To uphold the Academy's policies in respect of Safeguarding and Child Protection and ensure the safety and wellbeing of all learners.

Line Management - Line manage and review named Assistant Principals and other staff, in consultation with the Principal.

Key responsibilities

This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance and should be seen as enabling rather than restrictive.

- Ensure our vision for the Academy is implemented across the pastoral provision, particularly regarding behaviour and safety, safeguarding, early help, tutorial provision, SEND, attendance, admissions and praise systems
- Ensure that student's character is developed through the pastoral provision on offer
- Lead the drive for continued improvement in the quality of and compliance with the Academy uniform
- Design a pastoral curriculum which will make a positive impact on students' progress and achievement, and their engagement in, and enjoyment of, learning
- Working with the other Vice Principal, lead, manage, co-ordinate and evaluate whole Academy monitoring, evaluation and review to ensure the highest standards of teaching and learning, attainment, progress and behaviour
- Oversee the process of drawing together priorities for development from external reports, self-evaluation and performance management into an effective plan for training and development
- Leadership of the Pastoral teams, SENDCO and team, Internal Exclusion Team, Wellbeing, Safeguarding, Tutors, and Attendance/Admission teams
- Overseeing the holistic approach in addressing all the complex needs and requirements for Looked After Children (LAC)

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- Taking the strategic lead and overseeing the running and provision of PEP's (Personal Education Plan)
- Create and maintain an agenda of aspiration and achievement for the Academy, working with staff to do so
- Contribute to the development and review of all strategic plans and policies within the Academy
- Liaise closely with parents regarding pupil progress and behaviour and deal with any issues that develop in relation to student welfare
- Provide a consistent team approach to routine and behaviour/ethos matters, including Academy Leadership Team duties
- Leadership of effective external relationships with community and other stakeholders

Strategic management

- In consultation with staff and governors/directors maintain the ethos, vision and aims of the Academy including the drafting of relevant policies
- Securing the achievement of Key Performance Targets identified in the Academy Strategic Plan
- Ensuring that Academy systems and accountabilities are delivered according to the key principles of simplicity, efficiency and effectiveness
- Planning and delivering Academy policy in key areas

Accountability

- Advising and reporting to the Governing Body as required
- Working in accordance with statutory policy
- Liaising with officers, inspectors, and other outside agencies
- Developing relationships between the Academy and its local community
- Contributing to the process and completion of any self-evaluation processes
- Being accountable for the delivery of key strategic objectives as determined in negotiation with the Principal and the Senior Leadership Team as a whole

Leadership and management of people

- Deputising for the Principal as required
- Providing an approachable, authoritative and visible presence in and around the Academy to provide support for staff, students, parents and the local community
- Developing a strong sense of teamwork and common purpose among staff
- Carrying out performance management of key leaders and managers
- Performing other duties determined in discussion with the Principal
- Training, coaching, supporting, and directing staff as required to ensure a positive, professional and achievement focused ethos is maintained

General

All Academy staff are expected to:

- Work towards and support the Academy's vision and the objectives

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- Communicate effectively to all members of the team and work collaboratively with other staff
- Support and contribute to the Academy's responsibility for safeguarding students
- Uphold the Academy behaviour policy
- Work within the Academy's Health and Safety policy to ensure a safe working environment for staff, students and visitors
- Work within the Academy's Community Cohesion and Equal Opportunities policies to promote equality of opportunity for all students and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- Engage actively in the performance review process
- Adhere to Academy policies, procedures and core values as set out in the documentation available to all staff
- Ensure that the confidentiality of sensitive information and data is not compromised
- Keep up to date with developments relating to their role
- Develop and maximise the use of ICT
- Meet in accordance with calendared meetings and with line managers as required
- Other responsibilities as reasonably requested and commensurate with the grading of the post
- Any such duties that may from time to time be reasonably assigned by the Principal

This job description will be reviewed annually as part of the performance management process and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities and duties, including the provision of high-quality teaching and learning across the Academy and the pastoral care of the pupils in their charge.

Elements of this job description and changes to it may be negotiated at the request of either the Principal or the incumbent of the post.

Huish Episcopi Academy is committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be subject to an enhanced DBS check, along with other relevant pre-employment checks.



PERSON SPECIFICATION: Vice Principal – Pastoral

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention in your application any experience you have had which shows how you could meet these requirements when you fill in your application form. If you are selected for interview, you may be asked to undertake practical tests to cover the skills and abilities shown below.

Qualifications /Development	Essential	Desirable
QTS	✓	
Good Honours Degree	✓	
Evidence of further professional qualifications, e.g., NPQH		✓
Designated Safeguarding lead Training		✓
Online Safeguarding Training	✓	

Experience	Essential	Desirable
Experience of teaching in at least two schools		✓
Experience of leading pastoral care at middle or senior leadership level	✓	
A proven track record of effectively leading/motivating pupils and staff and developing team approaches	✓	
Minimum of 2 years leadership experience		✓
Demonstrable experience of improving student outcomes	✓	
Excellent understanding of high-quality approaches to pastoral care, including behaviour, safety and praise systems	✓	
Outstanding teacher	✓	
Developing, leading, and monitoring initiatives using technology to support evaluation	✓	
In-depth knowledge and understanding of national educational priorities/developments	✓	
Experience of leading the procedures and expectations with regards to meeting all the needs of Looked After Children (LAC) which includes ability to attend and report at LAC reviews and PEP's		✓
Experience of leading PEP's and how to use and access relevant software for this process		✓
Professional Development	Essential	Desirable
Evidence of a commitment to own professional development	✓	
Evidence of keeping up to date with educational thinking and knowledge	✓	
A strong commitment to the quality of professional development of staff	✓	
A drive to develop others' capabilities and help them realise their potential	✓	
Willingness to work in a coaching environment and having coached staff	✓	
Evidence of having worked in a coaching environment and having coached staff		✓
Professional Knowledge and Understanding		
Knowledge and understanding of recent legislation, development and initiatives in secondary education	✓	
Knowledge of the latest developments in safeguarding and child protection	✓	
Knowledge of performance management and review	✓	

Ability to analyse data effectively	✓	
Ability to present data to support academy and student progress and behaviour	✓	
Good understanding of the skills and attributes required for effective leadership	✓	
A thorough understanding of the OFSTED Framework regarding effective leadership, management, and self-evaluation	✓	
An understanding of the personal qualities required for effective leadership in learning, as well as the most effective methods of training staff to the required standard	✓	
Good understanding of the needs of pupils who are vulnerable and be able to use this knowledge to inform policy and practice	✓	
Experience of working with early help provision		✓
Experience of securing excellent attendance and punctuality from students	✓	
Experience of policy writing and devising schemes of work	✓	
Knowledge of effective strategies to meet the needs of all students	✓	
A good understanding of positive effective strategies for whole school behaviour management	✓	
To understand the principals of Equalities intervention and whole school initiatives	✓	
To have a good working knowledge and understanding of school's statutory responsibilities regarding the needs and care of pupils with SEN to include pupils on school action, school action plus and pupils with statements of special educational needs	✓	
To understand what is involved in the role of Designated Safeguarding Lead including having a good understanding of up-to-date policy and practices	✓	
Practical and Intellectual Skills		
Ability to establish a positive ethos with an accent on high achievement for all	✓	
Ability to empathise with the needs of pupils and to be firm but fair and consistent	✓	
Ability to prioritise and manage time effectively	✓	
An effective communicator and motivator of pupils and staff	✓	
Ability to enable and empower others	✓	
A team player with the ability to establish good working relationships with staff, pupils and parents	✓	
The ability to communicate clearly and concisely both verbally and in writing at all levels	✓	
The ability to set clear expectations and parameters and to hold others to account for their performance	✓	
The ability to challenge underperformance	✓	
Personal Qualities		
Ambition to become a Principal in 3-5 years	✓	
Fully subscribe to our academy values of Respect, Ambition, Determination, Tolerance and Integrity	✓	
The tenacity to see things through and secure, where necessary, 100% compliance from staff and students	✓	
Willingness to engage carers to encourage close involvement in their child's education	✓	
Flexibility in approach	✓	
Enjoyment in overcoming challenges	✓	
Good communication skills	✓	
Ability to manage workload effectively	✓	
Ability to enthuse and motivate others developing strong partnerships	✓	
Willingness to share expertise and knowledge with others	✓	
Willingness and ability to run academy training sessions	✓	
The professional respect of colleagues	✓	

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