



The de Ferrers Trust

Work **hard**, Be **kind**, Choose **wisely**

The de Ferrers Trust Job Description and Person Specification

Post Title:	Vice Principal (Primary)
Grade:	Leadership L9 to L13
Accountable to:	Principal



ROLE OVERVIEW:

The Vice Principal should be prepared to lead on such areas as curriculum development, monitoring of standards and teacher effectiveness, tracking and analysis of results/data, behaviour management, external relations and community links, staff development, training and induction. As a member of the senior leadership team, the Vice Principal will also be centrally involved in the overall leadership and management of the Academy and will help to establish an academy culture that is both nurturing and rigorous.

This role of Vice Principal may have a teaching commitment, with dedicated management time. There is an expectation to assist the Academy in this respect should the need arise.

KEY ACCOUNTABILITIES:

LEADERSHIP AND MANAGEMENT

- To share responsibility for the management of the academy and to contribute to the consultative and decision-making process.
- To fully support whole academy policy decisions, contribute to their initiation and sustain their implementation and review.
- To actively promote the academy and liaise with outside agencies as necessary, representing the Principal, the academy or the Trust as appropriate.
- To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline.
- To provide an excellent role model for all members of staff and pupils in all aspects of academy life. To be an exemplar of all academy policies and practices.
- To actively promote the aims of the academy and to offer support and guidance to colleagues.
- To make a significant contribution to the academy's CPD programme, including co-ordinating training programmes, delivering INSET and working with individuals and teams in a variety of professional development activities.
- To assist the Principal in academy self-review and evaluation and in the effective planning and management of academy resources to secure improvements.
- To maintain an informed view of standards and the quality of teaching across the academy.
- To assist the Principal in all aspects of the day-to-day administration and organisation of the academy, as agreed with the Principal, including taking responsibility for agreed areas, e.g., timetables, duty rotas etc.
- To support the Principal in the implementation of the academy's performance management process, to secure academy improvement and individual CPD.
- To participate in recruitment and selection, as agreed with the Principal.

TEACHING AND LEARNING

- To carry out teaching duties, as agreed with the Principal, providing a model of excellence for colleagues. This may include, as required:
 - Providing in class support for colleagues through demonstration lessons.
 - Teach a class or group when and where necessary.
- Support the training and development of teaching staff so as to improve the quality of teaching and raise the level of challenge in lessons.

ACADMEY ETHOS AND CULTURE

- To maintain a presence around the academy to ensure the highest standards of behaviour and to contribute to the overview and review of pupil behaviour.
- To be active in issues of staff and pupil welfare and support.
- To maintain the academy culture and ethos that is utterly committed to delivering high standards of education.
- To develop and maintain strong partnerships and ensure regular and productive communication with parents and carers.

OTHER DUTIES AND RESPONSIBILITIES

- To attend daily and weekly meetings, in accordance with academy policy and to lead such meetings as required.
- To take whole academy assemblies and to support other colleagues with assemblies.
- To prepare and present reports as required e.g., governors, parents and outside agencies.
- To attend occasional meetings during evening hours, at weekends or in school holidays as required.
- Commitment to equality of opportunity and the safeguarding and welfare of all pupils.
- Willingness to be reflective and undertake development opportunities.
- To be personally accountable for delivering services efficiently, within budget and to implement any approved savings and investment allocated to the service area.

SAFEGUARDING

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, PREVENT and our safeguarding and child protection policies).
- Work with the Designated Safeguarding Lead(DSL) to promote the best interests of pupils, including sharing concerns where necessary.
- Promote the safeguarding of all pupils in the school.

CORPORATE RESPONSIBILITIES

- Show support for and uphold our ethos, value, all policies and procedures.

- Promote high standards in attendance, punctuality and appearance adhering to Staff Code of Conduct.
- Act with professionalism, integrity at all times, promoting the Trust values.
- Comply with any reasonable request from a manager or Principal to undertake work of a similar level or commensurate with role and level of responsibility that is not specified in this job description.
- Comply with data protection legislation and follow the principles of GDPR.
- Promote a commitment to equal opportunities and anti-discriminatory practice adhering to the Trust Equal Opportunities Policy.
- Promote a work environment that protects people's health and safety and that promotes welfare, which is in accordance with the Trust Health and Safety Policy and legislation.

Note 1: The content of this job description will be reviewed with the post holder on an annual basis in line with the performance management cycle. Any significant change in level of accountability that could result in a change to the interim grade must be discussed with the post holder and representative where necessary.

PERSON SPECIFICATIONS: VICE PRINCIPAL (PRIMARY)

Education & Qualifications	Essential	Desirable
To hold Qualified Teacher Status.	<input type="checkbox"/>	
Eligible to work in the UK.	<input type="checkbox"/>	
To have evidence of continuing and recent professional development relevant to the post, including management.	<input type="checkbox"/>	
Commitment to CPD.	<input type="checkbox"/>	
Experience		
Experience of prior successful leadership at a middle or senior level.	<input type="checkbox"/>	
Experience of having led, or significantly contributed to, the success of a school/academy through its leadership, ethos, teaching and learning and results.	<input type="checkbox"/>	
Experience of having improved and sustained an effective behaviour management policy.	<input type="checkbox"/>	
Significant and successful experience of leading aspects of the curriculum at whole academy level.	<input type="checkbox"/>	
Knowledge & Skills		
Excellent teaching practice across the key stage, and ability to provide a model of best practice.	<input type="checkbox"/>	
The ability to plan, monitor and evaluate academy effectiveness and lead by example.	<input type="checkbox"/>	
Proven ability to manage and implement change.	<input type="checkbox"/>	
Knowledge and understanding of strategies to promote Inclusion and Equality provision within the Academy.	<input type="checkbox"/>	
Understand the legal issues relating to managing an academy including safeguarding.	<input type="checkbox"/>	
A proven ability to raise standards and improve progress of all pupils.	<input type="checkbox"/>	
Promotion and implementation of positive behaviour strategies.	<input type="checkbox"/>	

Good understanding of how opportunities can be made to enrich and enhance the curriculum to address the needs of all pupils.	<input type="checkbox"/>	
A commitment to community cohesion.	<input type="checkbox"/>	
Ability to lead and work as part of an effective team.	<input type="checkbox"/>	
High level of written and oral communication skills for communicating within and beyond the Academy.	<input type="checkbox"/>	
To be able to work effectively under pressure, to prioritise appropriately and to meet deadlines.	<input type="checkbox"/>	
Personal Attributes		
Customer focussed.	<input type="checkbox"/>	
Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.	<input type="checkbox"/>	
Open, honest and an active listener.	<input type="checkbox"/>	
Takes responsibility and accountability.	<input type="checkbox"/>	
Committed to the needs of the pupils, parents and other stakeholders and challenge barriers to providing an effective service.	<input type="checkbox"/>	
Demonstrates a 'can do' attitude including suggesting solutions, participating, trusting, and encouraging others and achieving expectations.	<input type="checkbox"/>	
Is committed to the provision and improvement of quality-of-service provision.	<input type="checkbox"/>	
Is adaptable to change/embraces and welcomes change.	<input type="checkbox"/>	
Communicates effectively.	<input type="checkbox"/>	
Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	<input type="checkbox"/>	
Acts with pace and urgency being energetic, enthusiastic and decisive.	<input type="checkbox"/>	
Has the ability to learn from experiences and challenges.	<input type="checkbox"/>	
Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance.	<input type="checkbox"/>	
Ability to develop the leadership skills of others.	<input type="checkbox"/>	
Strong interpersonal, written and oral communication skills.	<input type="checkbox"/>	
Takes personal responsibility for their own actions.	<input type="checkbox"/>	
Resilience and motivation to lead the Academy through day-to-day challenges while maintaining a clear strategic vision and direction.	<input type="checkbox"/>	
Genuine passion and belief in the potential of every pupil.	<input type="checkbox"/>	
Commitment to the safeguarding and welfare of all pupils.	<input type="checkbox"/>	
Commitment		
Committed to The de Ferrers Trust values and aims, acting as role model demonstrating professionalism and consistent high expectations at all times which supports the ethos of the Trust	<input type="checkbox"/>	
Recognise and respect difference between individuals and play their part in making the Trust more inclusive, aware of and committed towards diversity and equal opportunities.	<input type="checkbox"/>	
Committed to own continual professional development	<input type="checkbox"/>	
Other		
Ability to travel to other Trust sites	<input type="checkbox"/>	

Is fluent in the use of the English language	□	
<p><i>Note:</i></p> <p><i>In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:</i></p> <ul style="list-style-type: none"> • <i>Motivation to work with children and young people.</i> • <i>Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</i> • <i>Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.</i> 		