



JOB DESCRIPTION

Vice Principal (Quality of Education)

Grade:	L12-16, Outer London: £69,239 - £76,112
Responsible to:	Principal
Responsible for:	Teachers
Job Description Issue Date:	September 2024
Postholder Name:	
Postholder Signature:	

About the School

Parkfield Primary School is a dynamic and inclusive learning community where every child is valued. We are a large primary school with a nursery, ranging from 2-11 year olds, located in West Hendon, housing ample grounds for children to learn and play throughout their school day.

Alongside over 30 other national primary schools, including a local cluster, we are proud members of The Elliot Foundation Academies Trust (TEFAT).

Welcoming pupils from all over the world, we are proud of our thriving and diverse community in which we share the motto of 'Achieving Together'.

Purpose of the Role

A fantastic opportunity has arisen for two new Vice Principals at Parkfield Primary School to support the Principal in the leadership and management of the school, taking a lead in a) quality of education and b) inclusion.

The Vice Principal, under the direction of the Principal, will take a major role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Leading the curriculum to secure:
 - High-quality teaching
 - Effective use of resources
 - Improved standards of learning and achievement for all
- Assist the Designated Safeguarding Lead in leading safeguarding and child protection across the school, by taking on the role of Deputy Safeguarding Lead (DDSL)

If the Principal is absent, the Vice Principal will deputise, as directed by the Trust.

The Vice Principal will also be expected to fulfil the professional responsibilities of a Principal, as set out in the School Teachers' Pay and Conditions Document (STPCD).

General Responsibilities

- Be familiar with and support the Trust's Vision, Values and Goals;
- Be aware of and comply with relevant policies and procedures, including those relating to safeguarding, health and safety, confidentiality and data protection;
- Embrace and celebrate diversity, ensuring equal opportunities for all;
- Contribute to the overall aims of the Trust;
- Behave in a professional manner at all times demonstrating mutual respect, good manners, politeness and common courtesies for all members of our community. We expect employees to behave in a manner that role models positive behaviours for our students;
- Ensure own continuous professional development, seeking active opportunities for innovative and effective practice; and

- Undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

Specific Responsibilities

Under the direction of the Principal, the Vice Principal will:

School culture and behaviour

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Teaching, curriculum and assessment

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read

Organisational management and school improvement

- Establish and sustain the school's ethos and strategic direction together with the Trust and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Professional development

- Ensure staff have access to appropriate, high standard professional development opportunities

- Keep up to date with developments in education in order to lead INSET
- Seek training and continuing professional development to meet needs
- Hold team meetings on the curriculum to keep staff informed of any developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the curriculum
- Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the curriculum is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the curriculum
- Present to staff, senior leaders, the Trust and parents on the curriculum
- Coach and model team teaching with all teachers
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises
- Line manage a team of teachers and hold annual appraisals

Governance, accountability and working in partnership

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Leading the curriculum

- Design, develop and regularly review the vision, aims and purpose for the curriculum
- Maintain the curriculum over time, amending it as required
- Liaise with other teachers and senior leaders in the process of developing and implementing the curriculum
- Make sure that the curriculum:
 - Is well planned, sequenced and relevant
 - Meets the needs of all pupils
 - Reflects the requirements of the National Curriculum
 - Is implemented effectively and consistently across the school
- Establish and manage an appropriate system for assessing progress to ensure the curriculum has a positive impact on pupils' learning
- Have an overarching responsibility for pupils' achievement and standards in the curriculum
- Keep up to date with national and international developments that may affect the curriculum
- Contribute to the school's self-evaluation on the effectiveness of the curriculum, its intent, implementation and impact

Safeguarding and child protection

- Manage referrals of suspected abuse to the local authority children's social care

- Keep detailed, accurate and secure written records of concerns and referrals
- Liaise with staff and other agencies on matters of safety, safeguarding, and when deciding whether to make a referral
- Act as a source of support, advice and expertise for staff
- Attend and contribute to safeguarding and child protection meetings effectively
- Provide early help and intervention
- Refresh knowledge and skills at least annually to remain up to date with developments relevant
- Ensure the school's safeguarding policies and procedures are known, understood and used appropriately by all staff, especially new and part-time staff
- Understand the filtering and monitoring systems and processes in place

Key Performance indicators

- Meeting and exceeding all school development priorities
- Improvement in outcomes for all pupils
- Increased staff competence and confidence in all of the Teachers' Standards
- An ambitious whole school curriculum that is implemented as intended

Key Relationships (Internal and External)

- Parkfield staff, pupils, parents and community
- Other local and national TEFAT colleagues, including Head Office
- Local Authority key contacts, including Safeguarding
- Specialist curriculum advisers to support the development of the school's curriculum, e.g. English Hub

Notes

- This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of TEFAT. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed;
- The responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment; and
- Recruitment and induction practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Barred list and enhanced Disclosure and Barring Service (DBS) check.

Person Specification - Vice Principal (Quality of Education)

	Essential	Desirable
Education and Qualifications		
Qualified teacher status	X	
Degree	X	
NPQSL or equivalent relevant qualification to prepare for role		X
Knowledge and Experience		
Successful leadership and management experience in a school	X	
Teaching experience	X	
Involvement in school self-evaluation and development planning	X	
Demonstrable experience of successful line management and staff development	X	
Understanding of school finances and financial management		X
Expert knowledge of the National Curriculum	X	
Understanding of how to design and develop a well-sequenced curriculum	X	
Experience of managing safeguarding in a school or other relevant organisation, including: <ul style="list-style-type: none"> • Building relationships with children and their parents, particularly the most vulnerable • Working and communicating effectively with relevant agencies • Implementing and encouraging good safeguarding practice throughout a large team of people 		X
Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies		X
Professional Skills		
Data analysis skills, and the ability to use data to set targets and identify weaknesses	X	
Understanding of high-quality teaching, and the ability to model this for others and support others to improve	X	
Effective communication and interpersonal skills	X	
Ability to communicate a vision and inspire others	X	
Ability to build effective working relationships	X	

Personal Qualities		
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	X	
Ability to work under pressure and prioritise effectively	X	
Problem-solving abilities	X	
Commitment to maintaining confidentiality at all times	X	
Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position	X	