

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title	Vice Principal: Quality of Education	Location	Weavers Academy
Salary	L18-22	Hours	Full-time
Department	SLT	Reports To	Principal

JOB PURPOSE:

To work with the Principal and Senior Leadership Team to secure continuous improvement in student outcomes, curriculum, teaching and learning, and inclusive practice across the academy. The Vice Principal will provide leadership in line with the Academy Improvement Plan and Trust priorities, ensuring high standards of leadership, teaching, learning, achievement, behaviour, attendance and safeguarding.

KEY RESPONSIBILITIES AND DUTIES:

Quality of Education

- To oversee the strategic management of data, assessment and target setting (including reporting achievement data to Academy Improvement Boards, Governors and external bodies as required), working with the Principal to set challenging and aspirational whole academy targets.
- To lead on teaching, learning and assessment across the academy, providing the necessary Professional Learning opportunities to ensure the highest of standards are maintained in the classroom and in student outcomes.
- Lead the development and quality assurance of subject sequencing, pedagogy and assessment approaches across the wider curriculum, supporting subject leaders to deliver high-quality provision.
- Oversee arrangements for assessment and accreditation, including monitoring termly and annual assessment cycles, supporting KS4 and KS5 qualification pathways and ensuring accuracy and consistency of assessment practices across subjects.
- Experience of upskilling other leaders on what is effective formative and summative assessment and how to use this to improve outcomes
- Provide strategic oversight of curriculum planning, implementation and impact across all subject areas, ensuring coherence, ambition and accessibility for all pupils.

Leadership and School Improvement

- Work with the Principal and SLT to ensure alignment between the Trust vision and the Academy vision and strategy.
Deputising for Principal, both in the academy and where appropriate in external meetings.
Contribute to school self-evaluation and improvement planning, monitoring impact and ensuring resources are deployed effectively.
- Support the implementation, monitoring and review of the Academy Improvement Plan.

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- Be accountable for agreed areas of whole-school responsibility, ensuring sustained improvement in outcomes.

Quality of Teaching and Inclusive Learning

- Ensures the curriculum is designed to give pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, the knowledge they need to take advantage of opportunities, responsibilities and experiences later in life.
- Work collaboratively with leaders to ensure that the curriculum is taught well; identifying areas for improvement and take effective action to tackle these, including through professional learning that ensures teachers develop the expertise needed to deliver the curriculum effectively.
- Identify significant barriers to teaching and learning and ensure the appropriate action is put in place to reduce those barriers.
- Ensure leaders deploy staff effectively so that all pupils have access to high-quality teaching.

Teaching

- Embed an approach to teaching based on evidence-informed understanding of effective teaching and how pupils learn
- Ensure leaders are supported to ensure new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.
- Ensure leaders and teachers consider the most important knowledge and concepts that pupils need to know and focus on these; they prioritise feedback, retrieval practice and assessment.
- Research evidence informed approach to assessment.

Inclusive curriculum and teaching

- Identify and remove barriers to achievement for students through effective curriculum design, formative assessment and adapting practice to meet pupils needs
- Work with the SENDCo and relevant leaders and teachers to ensure any additional adults in the classroom are deployed to enable all pupils to access high-quality teaching from their class teacher and to develop pupils' independence over time.
- Work with the SENDCo and any other relevant leaders to ensure reasonable adjustments or adaptations to the curriculum or teaching for specific pupils' needs are well targeted and effective in reducing barriers, securing adaptations and long-term success.

Staff Leadership and Development

- Provide effective line management to designated staff, including performance management and professional development.
- Support staff development through coaching, mentoring and contribution to CPD programmes.
- Promote a culture of continuous improvement, collaboration and professional learning.

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<p>Behaviour, Attendance and Safeguarding</p> <ul style="list-style-type: none"> • Support whole-school systems for behaviour and attendance, ensuring high expectations and consistency. • Promote a strong safeguarding culture and ensure compliance with statutory guidance and school procedures. • Work closely with pastoral leaders to remove barriers to learning and engagement. <p>Monitoring, Evaluation and Review</p> <ul style="list-style-type: none"> • Monitor and evaluate the impact of strategies through data analysis, learning reviews and other quality assurance activities. • Produce clear evaluative summaries and contribute to planning next steps for improvement. • Engage staff in reflective practice and self-evaluation. <p>Communication and Partnerships</p> <ul style="list-style-type: none"> • Communicate effectively with staff, students, parents/carers and external agencies as appropriate. • Represent the academy at meetings and events as required. <p>School Ethos and Wider Contribution</p> <ul style="list-style-type: none"> • Uphold and promote the academy's values and ethos. • Contribute positively to the wider life of the school and Trust. • Undertake any other reasonable duties appropriate to the role.

JOB REQUIREMENTS:		
	Essential	Desirable
QUALIFICATIONS	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • A good honours degree or equivalent • Evidence of ongoing professional development at senior leadership level • Degree relevant to the subject • QTS with a track record of achieving good outcomes for students • Evidence of recent success in leading on and securing significant improvements in outcomes at an Academy level 	<ul style="list-style-type: none"> • Masters level degree • Postgraduate qualification in education or leadership (e.g. NPQSL/NPQH, MA) • Safeguarding training appropriate to senior leadership level
Experience	<ul style="list-style-type: none"> • Minimum of three years at senior leadership level, at least once as a deputy/ Vice Principal 	<ul style="list-style-type: none"> • Experience in multi-ethnic urban schools

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	<ul style="list-style-type: none"> • Experience of delivering high quality INSET to teaching staff • Proven success in raising achievement as a subject leader across at least two key stages. • Evidence of leading, supporting and managing others, both individuals and teams, ensuring high quality performance • Successful experience of processes of monitoring, evaluation and review that provide performance data that can be used to improve the quality of teaching and learning • Good level of ICT skills and experience of how new technologies can be used to raise achievement, including the use of interactive white boards • Recent experience of involvement in innovative curriculum development • Experience of presenting to a wide audience including teachers, managers, governors and parents • Experience of embedding innovative strategies for improving teaching and learning in a whole school situation • Experience of managing and implementing change successfully at whole school level • Experience of using coaching as a model for ensuring on going professional development particularly with subject leaders • Successful experience at senior or extended leadership level within a school overseeing Quality of Education. • Proven impact on raising standards and improving outcomes for pupils across the attainment range • Demonstrable success in achieving the highest standards 	<ul style="list-style-type: none"> • Evidence of continuous self development and updated knowledge in the fields of teaching and learning and education management, particularly in the areas of responsibility for this post • Experience of working within a multi-academy trust • Experience of leading through periods of change or rapid improvement • Experience of curriculum leadership across multiple subjects or phases • Experience of developing curriculum pathways that maximise academic excellence and depth • Experience of developing expertise in teaching for high attainment • Experience of coaching staff to improve curriculum challenge and task design • Experience of working with families and agencies to remove barriers to sustained academic engagement • Experience of contributing to inspection or external review processes
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	<p>and outcomes for disadvantaged and high ability pupils</p> <ul style="list-style-type: none">• Experience of leading whole-school improvement priorities with positive outcomes• Experience of working strategically with other leaders, governors or Trust colleagues• Experience of building and sustaining a high performing team• Experience of embedding the Academy's Vision and Values in everyday work and practice.• Experience of Supporting, mentoring and challenging subject leaders to strengthen curriculum leadership, pedagogical expertise and evaluative practice• Experience of Line managing Assistant Principals to support them to lead their respective areas in line with the Academy Development Plan.• Demonstrating effective school level budget management• Evidence of securing strong progress and attainment for all learners• Proven ability to identify and remove barriers for: Disadvantaged pupils, Pupils with SEND, Pupils known to children's social care, High ability pupils whose progress may be limited by lack of challenge• Experience of working closely with SENDCo and pastoral leaders to improve outcomes• Experience of effective line management, including performance management of both senior and middle leaders• Experience of analysing performance data for different groups, including high ability pupils	
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KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none">• Possess the knowledge and relevant skills required to deliver strong outcomes through quality teaching, marking and assessment• Expertise in planning the progression of subject skills within sequences of lessons• Proven track record of high expectations and effective strategies to secure good attitudes to learning and behaviour• Skills and experience in tracking student learning and presenting complex information clearly• Analytical skills and experience in self-evaluation processes in maths• Experience in utilising school processes to drive continuous improvement• Ability to persuade and influence others• Strong understanding of effective teaching and learning based on successful research driven practice• Proven ability to contribute to the design, implementation and evaluation of an ambitious, coherent curriculum• Secure understanding of adaptive teaching that supports both accessibility and high academic ambition• Ability to challenge and support staff to: Maintain high expectations for all pupils, Avoid unconscious lowering of ambition, Design lessons that stretch the most able and SEND while supporting those who need it• Strong commitment to high expectations for behaviour and attendance	
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	<ul style="list-style-type: none"> • Understanding that strong behaviour and positive attendance are essential to academic excellence • Secure understanding of safeguarding responsibilities and statutory guidance 	
<p>SKILLS AND PERSONAL ATTRIBUTES</p>	<ul style="list-style-type: none"> • Ability to communicate effectively and relate well to all stakeholders • Evidence of working constructively under pressure • Demonstrate good decision-making skills with ability to implement solutions • Commitment to CPD and openness to constructive criticism • A strong moral commitment to equity and excellence, ensuring no child's background or starting point limits their achievement • Commitment to a culture of continuous professional learning focused on improving outcomes • Ability to evaluate accurately the effectiveness of teaching, curriculum and leadership • Ability to identify underachievement early and take decisive action • Confidence in holding leaders and teams to account for impact and outcomes • Excellent communication skills • Ability to articulate high expectations clearly and persuasively • Professional credibility with staff, pupils, parents and external partners • Relentless commitment to the highest standards and outcomes for every child • Unwavering belief that all pupils, including vulnerable and the most able, should be challenged to excel 	<ul style="list-style-type: none"> • Skill in supporting leaders to improve evaluative accuracy • Ambitious, outward-facing and improvement-driven • Commitment to contributing to the wider work of the Trust

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	<ul style="list-style-type: none"> • Resilience, integrity and moral courage • Highly organised, reflective and strategic • Willingness to lead by example and uphold academy values consistently • 	
CREATIVE EDUCATION TRUST VALUES	<p>All colleagues are expected to demonstrate the Creative Education Trust values in their work by:</p> <ul style="list-style-type: none"> • Empowering Ambition: Supporting personal growth, innovation and high performance. • Championing Equity: Promoting fairness, inclusion and high expectations for every student. • Unlocking Opportunity: Helping create access to knowledge, experiences and networks that broaden horizons. <p>These values should be evident in how the post-holder works, collaborates and contributes to the wider Trust community.</p>	
EQUAL OPPORTUNITIES	A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity	
SAFEGUARDING	An understanding of safeguarding and a willingness to learn	
OTHER REQUIREMENTS	High expectations for every student and a desire to make a difference to the learning and experiences of pupils inside and outside the classroom.	

Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.