



Star

STAR ACADEMIES

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

VICE PRINCIPAL – STANDARDS AND PERFORMANCE

JOB DESCRIPTION

JOB PURPOSE:

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 SUMMARY:

Responsibilities will be determined and reviewed annually to keep all children safe and to ensure the effective delivery and implementation of the School Development Plan and Annual Operating Statement.

Agreed key responsibilities will focus on supporting the Principal to:

1. Support and assist the Principal by providing dynamic and professional leadership and management by sharing and modelling the school's vision and values in everyday work and practice.
2. Provide clear strategic direction to secure positive outcomes for all children.
3. Raise aspirations to secure progress and attainment for all children.
4. Lead learning and teaching across school to meet the needs of all children to secure success.
5. Lead the development of curricula including short, medium and long-term planning.
6. Ensure all staff are held to account and are able to make a valued contribution to outcomes for children.
7. Support and develop Trust and school policies and provide a model of excellent practice.
8. Develop staff through direct coaching to secure high-quality delivery of the curriculum and teaching and learning across school.
9. Develop links within the local community promoting a range of provision within and outside school, designed to break down social economic and cultural barriers.
10. Deputise for the Principal as needed or directed.

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 all areas of responsibility.
- 1.4 Develop and implement an effective strategy for all areas of responsibility in collaboration with other members of the Senior Leadership Team.
- 1.5 Develop 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 all 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.

2. Qualities and Knowledge

- 2.1 Hold and articulate clear values and moral purpose, working with the Principal to provide a world-class education for the children in our school.
- 2.2 Demonstrate optimistic personal behaviour and develop positive relationships and attitudes with our staff team, children, parents, Governors and members of our local community.
- 2.3 Lead by example with integrity, creativity, resilience, and clarity utilising your own expertise and that of others within our school.
- 2.4 Develop a comprehensive current knowledge and understanding of educational developments at local, national and international level and pursue continuous professional development for yourself and promote this with other team members.
- 2.5 Develop your own knowledge of school financial matters and the importance of having a clear understanding of both local and national policy and the potential impact on our school.
- 2.6 Support the Principal to develop and sustain a learning climate where all children and staff are empowered to excel.

3. Working with Children and Staff

- 3.1 Demand ambitious standards for all children striving to overcome disadvantage and advancing equality within our school and community.
- 3.2 Instil a strong sense of accountability in our staff for the impact of their work on the progress our children make and the individual achievements of all our children.
- 3.3 Secure excellent teaching through an analytical understanding of how children learn and of the core features of successful classroom practice.
- 3.4 Promote and encourage creativity and innovation in pedagogy within a curriculum that meets the needs of all our children.
- 3.5 Establish an educational culture of 'open classrooms' as a basis for sharing best practice where our staff are motivated and encouraged to develop their own skills and subject knowledge and to support each other.
- 3.6 Work with the Principal to identify emerging talents and to coach current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning within our school.
- 3.7 Coordinate professional development programmes in line with priorities set out in the School Development Plan.

- 3.8 Support staff to make accurate judgements in the ongoing assessment of learning including provision of opportunities for moderation.
- 3.9 Support the Principal in the implementation of the school's appraisal policy.
- 3.10 Provide line management to curriculum coordinators, supporting and challenging them to achieve appraisal targets.

4. Specific Responsibilities - Teaching and Learning

- 4.1 Lead teaching and learning across the school.
- 4.2 Lead the development and management of the overall curriculum of the school, in line with the Star curriculum model and policy.
- 4.3 Work effectively with the Principal to ensure that our school's quality assurance systems, organisation and processes are well considered, efficient and fit for purpose. Leading on the promotion, dissemination, implementation and monitoring of all whole-school strategies.
- 4.4 Promote the value of a safe, calm and well-ordered environment for all our children and staff, focused on safeguarding children and developing their exemplary behaviour in school and in the wider community.
- 4.5 Ensure that quality assurance systems and self-evaluation measures for managing the performance of all staff are well understood by colleagues and effectively used to improve, promote and value excellent practice. As a Senior Leader, the Vice Principal will support the Principal in addressing any under-performance within our school, providing challenge and support to EYFS, KS1 and KS2 to maintain high standards of achievement.
- 4.6 Work effectively with the Principal to actively support the Local Accountability Board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold staff to account for the achievements of our children.
- 4.7 Develop a thorough understanding of curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of our children's achievements and the sustainability of our school.
- 4.8 Work with the Principal to promote distributed leadership throughout our school to create teams where colleagues have distinct roles and responsibilities and are able to hold each other to account for their decision making. Line Manage TLRs, UPS teachers and Curriculum coordinators across school.
- 4.9 Work with other senior leaders to monitor progress and attainment and implement personalised intervention programmes.
- 4.10 Ensure all pupils have adequate provision to meet their individual targets and make maximum progress.
- 4.11 Lead assessment and moderation across the school collate, analyse and interpret attainment and progress data.
- 4.12 Assume responsibility for the development and management of the timetabling of the curriculum. timetables, rotas and day to day cover arrangements.
- 4.13 Lead on the coordination of curriculum enrichment activities.
- 4.14 Coordinate a core subject.

5. Leading a Self-Improving School

- 5.1 Provide opportunities for staff to work collaboratively with other schools and organisations, in a climate of mutual challenge, to champion best practice and secure excellent achievements for our children.
- 5.2 Support staff in developing effective relationships with other professionals and colleagues to improve academic and social outcomes for our children.
- 5.3 Work with staff to develop a greater understanding of how colleagues can secure excellence for our children by working in collaboration with others, as professional learners themselves, committed to sustained personal professional development.
- 5.4 Motivate managers to inspire and influence others to promote the fundamental value and importance of education in young people's lives.
- 5.5 Support the creation of a School Development Plan and self-evaluation.

6. Evaluation and Review

- 6.1 Lead the analysis of academic performance in the school using a range of data.
- 6.2 Contribute to the completion and regular submission of the self-evaluation form.
- 6.3 Play a lead role in the liaison with the Star Academies' Quality Assurer.
- 6.4 Play a lead role in the school's preparation for external inspection, such as Ofsted.
- 6.5 Lead on the accurate completion of the School Profile.

7. Intervention and Attainment

- 7.1 Develop and lead the school's intervention strategy to sustain the highest levels of attainment and achievement across all curriculum areas.
- 7.2 Support class teachers to use accurate and timely data from a range of sources to identify pupils for intervention, supporting in the development of secure strategies to enhance their performance.
- 7.3 Lead the target-setting process across school.
- 7.4 Lead assessment, reporting and recording meetings.
- 7.5 Support the training and development of staff in remote learning.
- 7.6 Provide support for staff to ensure effective use of tracking systems, including individual coaching as required and the organisation and delivery of INSET.
- 7.7 Take responsibility for tracking pupil progress and raising attainment including addressing underachievement.
- 7.8 Take responsibility for accelerating progress in terms of pupil attainment - working with specific class teachers and cohorts of pupils as identified.
- 7.9 Organise half-termly performance management meetings with each year group.
- 7.10 Take responsibility for leadership of Teaching Assistants and Support Staff maintaining a strategic approach to supporting under-performing pupils.
- 7.11 Develop and update regularly a provision map to ensure effective recording and tracking of investment in attainment and intervention, and its evaluation.
- 7.12 Oversee the publication, collation and preparation of half-termly report cards, ready for distribution to parents.

- 7.13 Oversee the production of all reports to parents.
- 7.14 Oversee the organisation and delivery of half-termly performance review meetings with pupils and parents.
- 7.15 Establish and manage the delivery of an assessment and reporting calendar with key dates for entries, internal and external exams, and reporting arrangements.

8. Relationships with Others

- 8.1 Participate in the Appraisal Cycle and INSET.
- 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 Trust and ensure all communication is consistent with the school's ethos.

9. Other Responsibilities

- 9.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 9.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 9.3 Contribute to the wider life of the Trust and the Star community.
- 9.4 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'.



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PERSON SPECIFICATION

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
QUALIFICATIONS				
1.	A degree qualification (2ii or above).	E	✓	
2.	Qualified Teacher Status.	E	✓	
3.	Evidence of Continuous Professional Development.	E	✓	✓
4.	Middle or Senior Management qualification.	D	✓	
EXPERIENCE				
5.	Senior leadership in a school setting.	E	✓	✓
6.	Track record of outstanding learning and teaching practice.	E	✓	✓
7.	Successful and sustained delivery of outstanding attainment and achievement.	E	✓	✓
8.	Innovation and creativity to engage, enthuse and progress learners.	E	✓	✓
9.	Partnership working and collaboration within a school, college or local authority context.	E	✓	✓
10.	Developing and leading the implementation of strategies to sustain whole school/college improvement.	E	✓	✓
11.	Developing and implementing whole-school intervention strategies to sustain and enhance outstanding attainment.	E	✓	✓
12.	Developing and enhancing the curriculum of a school.	E	✓	✓
13.	Management of a curriculum faculty in a school setting.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
14.	Ability to teach at either EYFS, KS1 or KS2 level.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
15.	Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets.	E	✓	✓
16.	Ability to develop and implement strategies to enhance and sustain whole school initiatives.	E	✓	✓
17.	Ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives.	E	✓	✓
18.	Ability to communicate verbally with, and write reports for, a range of stakeholders, including Governors and external agencies.	E	✓	✓
19.	Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes.	E	✓	✓
20.	Knowledge of curricula, specifications and assessment criteria of Communications, Mathematics or Science-related subjects.	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 curriculum and attainment.	E	✓	✓
PERSONAL QUALITIES				
24.	A passionate belief in the school's mission statement.	E	✓	✓
25.	A strong belief in the value of education in developing citizens.	E	✓	✓
26.	Highest levels of professional and personal integrity.	E	✓	✓
27.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	E	✓	✓
28.	Personal resilience, persistence and perseverance.	E	✓	✓
29.	Commitment to the pursuit of continuous professional development by oneself and others.	E	✓	✓
30.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
31.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
32.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
33.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
34.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
35.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
36.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓