



STAR ACADEMIES

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

VICE PRINCIPAL – QUALITY OF EDUCATION (CURRICULUM & STANDARDS)

JOB DESCRIPTION

JOB SUMMARY:

To contribute to the development of a strong, effective secondary school, promoting a culture of educational excellence within a caring and secure Christian environment enriched by the values of discipline, mutual care, and respect. This role focuses on the **11-16 provision at Star King Solomon Academy**, ensuring an outstanding curriculum offer for all secondary pupils that secures exceptional outcomes at KS3 and KS4.

JOB PURPOSE:

1. Support and assist the Principal by providing dynamic instructional leadership and management for the secondary school by sharing and modelling the Academy's vision values in everyday work and practice.
2. Work with the Principal and other Star leaders to ensure the very best education for the students, through achieving the organisation's aims and objectives. In particular, to develop and manage curriculum, teaching and learning policies.
3. Ensure a consistent and continuous focus on students' achievement, with systems for recording individual student's progress, and effective use of data and benchmarks to monitor progress in every student's learning.
4. Develop and maintain high quality transition from primary schools, with curriculum continuity and maximised student progress.
5. Make sure parents and students are well informed about the curriculum, attainment and progress.
6. Undertake any professional duties delegated by the Principal and carry out the professional duties of the Principal in the event of their absence.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. Overall Strategic Responsibilities

- 1.1 Work in partnership with the Principal, Senior Leadership Team, Local Accountability Board, Christian Faith Education Service (CFES), staff, students, parents and the Trust in generating the ethos and values which underpin the Academy enriched by mutual care and respect extending into the local community.
- 1.2 Support the maintenance and enhancement of the Academy'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 within a caring and secure Christian environment.
- 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 Devise 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 students; 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. Curriculum Development and Assessment

- 2.1 Lead the development and management of the curriculum of the secondary school, in line with the Star curriculum model and policy.
- 2.2 Lead the development and management of curriculum planning, in line with the Academy's curriculum intent.
- 2.3 Lead the development and management of curriculum transition and pedagogy.
- 2.4 Lead the development and management of the timetabling of the curriculum.
- 2.5 Ensure the curriculum is relevant to the needs of all pupils and takes account of the school's Christian ethos making secure arrangements for the daily Act of Collective Worship and provision for religious education which is distinctively Christian.
- 2.6 Determine, organise and implement a programme for faith and character education, including the high-quality teaching of RSHE.
- 2.7 Manage the introduction of the secondary strategy of the Academy.
- 2.8 Lead the KS3-4 options process and manage the provision of options information for students entering KS4.
- 2.9 Lead and support all departments to develop and manage subject tracking systems.
- 2.10 Track and review progress across all year groups, using half-termly data.
- 2.11 Implement the policy for the personal, spiritual, social, moral and cultural development of students.
- 2.12 Promote extra-curricular activities across the curriculum.
- 2.13 Work with the other Senior Leaders to lead the organisation and delivery of the Activities Week and enterprise-related activities, within and beyond the curriculum. Champion high-quality teaching and learning within the secondary school, setting clear standards for curriculum delivery and instructional practices.
- 2.14 Lead strategies for improving attainment and achievement across the secondary phase, particularly for vulnerable groups, including pupil premium and catch-up strategies.
- 2.15 Develop and implement intervention strategies within the secondary phase to sustain and enhance outstanding achievement.
- 2.16 Contribute to the organisation, implementation and monitoring of the delivery of the curriculum and its assessment and ensure that it:
 - i. Provides an academic focus for all learners.
 - ii. Enables all learners to achieve the English Baccalaureate.
 - iii. Is relevant to the needs of all students and takes account of the Academy's ethos.
 - iv. Fulfils the Academy's legal responsibilities.
 - v. Leads to outstanding achievement by all learners, regardless of prior ability.

- 2.17 Monitor and evaluate the quality of teaching, and standards of learning and achievement of all students in the Academy, ensuring that there is robust accountability for students' progress and attainment.
- 2.18 Lead the organisation of weekly, half-termly and summer school intervention to improve achievement across the Academy.
- 2.19 Develop middle leadership within your areas of responsibility to ensure that a high level of accountability for standards and performance, including that of teachers, is achieved.

3. Attainment and Achievement of Vulnerable Groups

- 3.1 Develop and lead the Academy's pupil premium strategy to sustain the highest levels of attainment and achievement across all curriculum areas.
- 3.2 Develop and lead the Academy's catch-up premium strategy to sustain the highest levels of attainment and achievement across all curriculum areas.

4. Evaluation and Review

- 4.1 Lead the development and management of quality assurance processes ensuring consistency across the Academy.
- 4.2 Lead the completion and regular submission of the self-evaluation form.
- 4.3 Provide the lead liaison with the Star Academies' Quality Assurer.
- 4.4 Lead the Academy's preparation for external inspection, such as Ofsted.
- 4.5 Lead the accurate completion of the School Profile.

5. Faculty Management

- 5.1 Provide line management to the Directors of Learning for designated faculties, supporting and challenging them to achieve faculty targets.
- 5.2 Audit all curriculum areas in the designated faculties to ensure statutory compliance, proficient standards of provision, the highest levels of attainment and effective systems and structures.
- 5.3 Support Directors of Learning to enhance assessment for learning and develop more effective curricula in each of the faculties.
- 5.4 Devise and lead implementation of a subject development strategy.
- 5.5 Develop and lead implementation of strategies to secure high levels of student achievement in the subject.
- 5.6 Develop and lead implementation of strategies to secure outstanding teaching within subject area.
- 5.7 Develop and lead implementation of strategies to secure excellent behaviour and safety within the subject.
- 5.8 Develop and lead implementation of strategies to secure excellent leadership and management of the subject.

6. Leadership of a Year Group(s)

- 6.1 Provide ongoing academic and pastoral support to the Pastoral Leader.
- 6.2 Undertake 'Performance Review' meetings with parents of learners at risk of failing to achieve in GCSE English and Maths.

7. Careers and Information, Advice and Guidance

- 7.1 Provide line management of the person responsible for Careers and Enterprise, supporting and challenging them to achieve all targets.
- 7.2 Develop and lead implementation of strategies to provide effective careers guidance to all students.
- 7.3 Have the strategic overview of the provision of work experience placements for students.
- 7.4 Develop and manage a programme of enhanced information, advice and guidance for all students.
- 7.5 Track student sustained destinations and ensure that all students continue in education or employment from ages 16-18.

8. Relationships with Others

- 8.1 Lead Middle Leadership Development.
- 8.2 Participate in the Performance Management Cycle and INSETs.
- 8.3 Participate in the recruitment and selection of teaching and non-teaching staff.
- 8.4 Participate in the induction of new staff into the Academy community.
- 8.5 Maintain good working relationships with colleagues, students, parents/carers, governors, CFES representatives, the community and Trust and ensure all communication is consistent with the Academy's ethos.

9. Communication and Administration

- 9.1 Provide leadership of the communication on social media platforms including X.
- 9.2 Support with the management of the delivery of the Academy calendar.
- 9.3 Support with the management of the delivery of the staff handbook.

10. Accountability

- 10.1 Make best use of all resources to support the attainment of students.
- 10.2 Lead and develop an intervention program for all students in the Academy.
- 10.3 Ensure that parents/guardians and students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning.

11. Other Responsibilities

- 11.1 Lead on the promotion, dissemination, implementation and monitoring of all whole-Academy strategies.
- 11.2 Contribute to the wider life of the Academy and its community through out of hours and partnership work.
- 11.3 Support the work of colleagues within the Senior Leadership Team through the strategic leadership of key processes within the Academy.
- 11.4 Take responsibility for promoting and safeguarding the welfare of the children and young people in the Academy.
- 11.5 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 11.6 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 11.7 Contribute to the wider life of the Trust and the Star community.
- 11.8 Carry out any such duties as may be reasonably required by the Principal or the Trust.

12. Records Management

12.1 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'.



Star

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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.	Substantial experience of leadership and management within a Church school setting.	E	✓	✓
6.	Experience of self-evaluation procedures and strategic analyses within a school including those relating to Christian Distinctiveness.	E	✓	✓
7.	Track record of outstanding learning and teaching practice.	E	✓	✓
8.	Successful and sustained delivery of outstanding attainment and achievement.	E	✓	✓
9.	Innovation and creativity to engage, enthuse and progress learners.	E	✓	✓
10.	Partnership working and collaboration within a school, college or local authority context.	E	✓	✓
11.	Developing and leading the implementation of strategies to sustain whole school/college improvement.	E	✓	✓
12.	Developing and implementing whole-school intervention strategies to sustain and enhance outstanding attainment.	E	✓	✓
13.	Developing and enhancing the curriculum of a school.	E	✓	✓
14.	Management of a curriculum faculty in a school setting.	E	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
ABILITIES, SKILLS AND KNOWLEDGE				
15.	Ability to teach up to GCSE Level.	E	✓	✓
16.	Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets.	E	✓	✓
17.	Ability to develop and implement strategies to enhance and sustain whole school initiatives.	E	✓	✓
18.	Ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives.	E	✓	✓
19.	Ability to communicate verbally with, and write reports for, a range of stakeholders, including Governors, CFES, and external agencies.	E	✓	✓
20.	Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes.	E	✓	✓
21.	Knowledge of curricula, specifications and assessment criteria of Communications, Mathematics or Science-related subjects.	E	✓	✓
22.	Knowledge of what constitutes outstanding educational provision within the context of a Church school.	E	✓	✓
23.	Ability to work autonomously, prioritise conflicting demands and thrive under pressure.	E	✓	✓
24.	ICT skills to manage and report on performance data to a range of audiences (Ofsted, Governors, parents, staff and students).	E	✓	✓
25.	Understanding of contemporary issues relating to curriculum and attainment.	E	✓	✓
PERSONAL QUALITIES				
26.	A passionate belief in the school's mission statement.	E	✓	✓
27.	A strong belief in the value of education in developing citizens.	E	✓	✓
28.	Highest levels of professional and personal integrity.	E	✓	✓
29.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	E	✓	✓
30.	Personal resilience, persistence and perseverance.	E	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
31.	Commitment to the pursuit of continuous professional development by oneself and others.	E	✓	✓
32.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
33.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
34.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
35.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
36.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
37.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
38.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓