**Job title:** Vice Principal – Raising Achievement

**Responsible to:** Principal

**Job purpose:**

The Senior Leadership Team (SLT) will work in partnership and share the following leadership and management responsibilities:

* To actively communicate the DAT’s vision embodied in the core values.
* To actively contribute to the effective implementation of Values Driven Expectations.
* To actively promote the schools vision, ethos and values internally and externally.
* Raise aspiration, embed ambition and drive improvement by ensuring the highest quality provision and outcomes for all groups of learners.
* Maintain the highest possible personal and professional standards, leading by example at all times.
* Contribute to the setting of school and DAT targets and implementation of the school/DAT improvement plan.
* Promote devolved leadership, good relationships and communication between all members of the school and wider community, attending and leading relevant DAT, school and community meetings.
* Work in collaboration with the Governing Body.
* Implement consistently, effectively and fairly, all policies and procedures generally and specifically in relation to equal opportunities, inclusion and safeguarding.
* Play a full and active part in leading and supporting wider school functions including extended learning provision, school duties, and responsibility for school functions outside term time.

**Duties and responsibilities**

In addition to the shared function of all Senior Leaders at the school and the DAT, Vice Principals will be expected to:

* Deputise in the absence of the Principal.
* Attend Governing Body meetings.
* Directly support the Principal in setting the strategic direction for the school and the strategic leadership team.
* Be Safer Recruitment (or equivalent) qualified.
* Collaborate with Unions as appropriate

**Specific Duties and Responsibilities**

Specific areas of responsibility are categorised as follows:

* **(S) Strategic Leadership** -Ensuring that the key agreed strategic priorities in the SIP are fully implemented in order to support strong learner outcomes at all key stages.
* **(O) Operational Management** -ensuring that the day to day operations within specific area(s) of responsibility are carried out effectively and efficiently, focusing on ensuring that staff are instructed correctly on the tasks and roles to be performed by them at any particular time, that they are provided with the required materials, tools and facilities to get on with the work and that any barriers which impact upon their ability to undertake their role are investigated and addressed.

**Learner Outcomes**

* Continue to strategically develop data and assessment tracking systems. There will be a particular emphasis on the effective analysis of progress 8 baskets for Key Stage 4 and further development of flight paths to optimise learners’ progress in Years 7, 8 & 9.
* Work with AP: Post 16 continue to strategically develop Post 16 data and assessment systems in order to optimise Asset, ALPs and Value Added.
* Ensure all data and assessment systems enable SLT and CTLs to accurately track learners’ progress in all year groups.
* Work with CTLs and VP: T&L to develop highly effective summative and formative assessment processes for learners in all year groups.
* Develop an effective strategy to optimise the use of GL assessments for learners in Years 7, 8 & 9.
* Ensure consistent approaches are used by CTLs to use diagnostic GL assessment information to inform teachers planning.
* Ensure learners are on track to achieve their flight path expected GCSE Outcomes.

**Pupil Premium Champion**

* Develop a strategy that fully identifies and meets the needs of all PP learners in all year groups.
* Work with the VP T&L to ensure that teachers effectively use prior attainment data to plan, teach and assess PP learners focussing on differentiation and challenge.
* Work with the inclusion team to ensure that persistent absence is below national average and that parents are fully engaged in supporting their child.
* Ensure that all key documentation is up to date and available of the school website.

**Data, Assessment and Exams**

* To ensure PGS ALC can provide a strong evidence base in relation to both attainment and achievement for the purposes of Ofsted and other external audiences, for example, analysis and presentation of ‘Analyse School Performance’ data.
* To work with key staff to ensure that they are able to present data on learner progress for all year groups.
* Keep up to date with local and national developments in terms of evidencing good outcomes in terms of achievement.
* Ensure that all staff frequently use highly effective data and information tracking systems to inform the progress of all learners.
* Strategically lead the examinations team to ensure a highly effective service for learners in all year groups. A particular attention should be paid to scheduling that compliments the main school calendar.

**Further develop and lead ‘Raising Achievement Activities’**

* Develop highly effective tracking systems to account for learner performance in three P8 baskets.
* Actively seek out best practice and develop supportive networks with other highly effective schools
* Work with key staff within the inclusion team, SEN department to improve attendance and address any barriers to effective learner engagement.
* Further develop all raising achievement activities to incorporate dynamic processes to identify all key learners and proactively implement intervention to narrow all gaps.
* Strategically develop the tracking systems to use live assessment information.

**Lead PIXL Main strategy**

* Attend PIXL main conferences with Principal.
* Meet regularly with PIXL associate for both PIXL Main and Post 16 (with the AP for Post 16).
* Develop a PIXL communication strategy to ensure that website resources are optimised.
* Co-ordinate all key PIXL strategies and ensure that CALs operate consistently.
* Ensure that PIXL Wave exams take place and that the resources generated by these are used effectively.

**Line Management of Curriculum Areas**

* Ensure the CTLs for English and Maths play a prominent role in high effective and dynamic CTL meeting, contribute to the ongoing development of middle leaders.
* Effective line management of Maths and English to ensure consistency of approach and implementation of the SMART Curriculum.
* Ensure that outcomes are positive for both Maths and English in all year groups (Y7-13).
* To hold the Curriculum Team Leader to account for the operational management of the curriculum/subject area.
* To work collaboratively with the Curriculum Team Leader to develop the curriculum within the area of responsibility.
* To ensure PGS ALC quality assurance programme is applied across the curriculum/subject area.
* To work collaboratively with the Curriculum Team Leader to develop the quality of teaching and learning within the curriculum area.
* To ensure accountability for outcomes in relation to achievement and attainment.

**General Information**

* To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and learners to follow this example.
* To promote actively the school’s policies generally and specifically including those in relation to child protection and safeguarding.
* To actively promote and undertake personal professional development and the professional development of colleagues.
* To ensure compliance with the school’s Health and Safety Policy and undertake the risk assessments as necessary.
* To ensure compliance with the school’s procedures concerning safeguarding.
* To actively participate in the appraisal process.

**Working Environment**

The post will be based at The Dudley Academies Trust Head Office located in the Priory Villa within the Dudley College of Technology campus. The post holder must be willing to work and travel across the DAT schools as required. These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

Statutory and Discretionary Holidays.

**Standard for all jobs**

* To perform services not only for Dudley Academies Trust but also for any subsidiary as required.
* To take a proactive role in the identification of personal and group training and developmental needs which support Trust’s objectives and to actively participate in the fulfilment of identified training and development needs.
* To contribute to promotional activities both inside and outside the Trust and to assist in the production of promotional and publicity materials as required.
* To operate at all times within both the spirit and the practice of the Trust Equal Opportunities policies.
* To be aware of and work with due regard to safety and safe practice. To meet statutory requirements and to report any hazards/unsafe practices or incidents as appropriate.
* To represent the Trust in the best light at all times.
* To maintain such records and undertake administrative duties as may be determined by the Trust.
* To carry out any other duties in connection with the appointment which may be reasonably determined from time to time by the Chief Executive or line manager.

This job description is intended to provide a guide to the general duties and responsibilities of the specified post and to set in context the framework within which the post holder will operate. It should not be regarded as a legal document nor a set of conditions of service.

The job description sets out the main duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the post. Such variations are common occurrences and cannot of themselves justify a reconsideration of the grading of the post.

This job description will be reviewed regularly and may be varied in the light of the business needs of the Trust.

Prepared by: Jo Higgins, Chief Executive

Date: March 2018

Name of post holder (*please print*): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by post holder: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Person Specification**

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| --- | --- | --- | --- |
|  | **E** | **D** | **Method of Assessment** |
| **Knowledge/qualifications** |  |  |  |
| Degree and/or relevant qualification/experience. | 🗸 |  | App Form |
| Membership of appropriate professional body. |  | 🗸 | App Form |
| Management qualification. | 🗸 |  | App Form |
| **Experience** |  |  |  |
| Significant experience at a senior management level of curriculum management. | 🗸 |  | App Form/Int |
| At least 5 years management experience. | 🗸 |  | App Form/Int |
| Significant experience at a senior management level of people management. | 🗸 |  | App Form/Int |
| Substantial knowledge and understanding of supporting learners in schools. | 🗸 |  | App Form/Int |
| **Skills** |  |  |  |
| Outstanding teaching skills. | 🗸 |  | App Form/Int |
| The ability to motivate individuals and teams. | 🗸 |  | App Form/Int |
| Good level of IT skills. | 🗸 |  | App Form/Int |
| Budgetary skills. | 🗸 |  | App Form/Int |
| Good written and verbal communication skills. | 🗸 |  | App Form/Int |
| Good presentation skills. | 🗸 |  | MT |
| Good organisational skills. | 🗸 |  | App Form/Int |
| **Additional factors**  |  |  |  |
| Evidence of Continued Professional Development. | 🗸 |  | App Form/Int |
| Driving licence. |  | 🗸 | App Form/Int |
| **Safeguarding**  |  |  |  |
| Must be suitable to work with young people and vulnerable adults. |  |  | App Form/ Int/Checks |

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| --- | --- |
| E = EssentialD = Desirable | App Form = Application Form Int = InterviewTest = Interview Test Pr = PresentationRef = Reference MT = Micro teachChecks = Disclosure and barring service |

The Dudley Academies Trust operates a no smoking policy