

Name		Alec Reed Academy Job Description
Date drafted	March 2021	
Date reviewed		
		The purpose of this Job Description is to set out in general terms the management, purpose and responsibilities of a specific job at the ARA. It is not intended to be a comprehensive listing of every task that an ARA employee might be called upon to undertake. Neither is it a legal document, although it may be referred to in Contracts of Employment.
MANAGEMENT DETAILS		
Job Title	Vice Principal – Standards and Inclusion	
Location/work base	Secondary Phase	
Grade	Leadership Scale 19-24	
Reporting to:	The Board of Trustee’s through the Principal	
Line Manager	Principal & CEO	
Liaising with:	Senior Leadership Team, Heads of Year, Curriculum Leaders, teachers, support staff, external agencies, parents and pupils.	
Posts directly supervised:	Assistant Principals (tbc) Behaviour and Head of the Access and Inclusion Centre Deputy SENDCo Academy Counsellor EAL Co-ordinator Media and Communications	
Staff or contractors indirectly supervised	Higher Learning Teaching Assistants Teaching Assistants	
THE MAIN PURPOSE OF THE JOB		
Purpose - To drive improvement and lead on pupil achievement and progress. Ensuring the highest quality educational experience for all pupils promoting their personal growth and academic success - To reinforce the ethos and core values of the academy and support the strategic drive towards outstanding through the leadership and development of teams to provide the best education for		

our pupils

- To motivate and inspire staff, pupils, parents/carers and families and the wider community to develop a learning culture, underpinned by happy engagement and challenging learning, where every pupil achieves his or her potential
- To support the design and execution of the school improvement plan and develop and maintain excellent standards within your areas of responsibility
- To enable the wellbeing and success of all pupils in the secondary phase at Alec Reed Academy through the development of a learning environment that enables every member of our school community to feel valued and loved in an atmosphere that is safe, happy and orderly.
- To promote and market the academy to potential pupils, parents/carers the wider community and all those who influence a child's choice of education provision

Roles and Responsibilities

Strategic Leadership

- Develop, implement, and embed aspects of the Ofsted framework and ensure the academy is Ofsted ready
- Play a significant role in raising achievement through the implementation of school self-evaluation strategies that impact on securing the highest levels of achievement and value-added for all pupils in the Secondary Phase
- Keep up to date with any changes within DfE guidance and confirm that we are compliant with national expectations, clarify any changes that may be required as a result
- Use budgets effectively to maximise their impact on raising standards (e.g. Pupil Premium, Hardship Fund)
- Have oversight of the school website and social media, ensuring that it is up to date, current and meets the statutory requirements.

Standards and Achievement

- Use data and benchmarking to track the progress of all pupils across the Academy with a clear focus on the key subgroups and the most vulnerable including: PLAC / LAC, those with EHC Plans, SEND, EAL, PP, EAL
- Ensure that there is a robust plan in place to meet the needs of these pupils and that, where appropriate reasonable adjustments are being made
- Develop and enhance the learning experience of pupils ensuring that each individual has a structured learning journey that suits their needs and that high-quality care and provision are in place
- Work alongside pastoral and attendance colleagues to monitor poor punctuality and/or attendance, especially amongst the most vulnerable and ensure it is being addressed
- Take measures including learning walks, registration checks, book-checks and informal conversations with pupils, to identify the achievement and underachievement of individuals and groups. Ensure that progress is being checked and the impact of interventions is being monitored
- Identify and share best practice, introduce training and improvement strategies where teachers are not meeting the requirements of pupils with additional needs
- Have an on-going presence around the academy and be pro-active in your liaison with HoY's, pastoral staff and pupils
- Develop and enhance the use of the National Tutoring Programme to ensure it has a clear impact on pupils
- Maintain good order and discipline among the pupils and safeguarding the health and safety of pupils and others authorised to be on the school premises and when they are engaged in authorised school activities elsewhere in line with the Academy Health and Safety Policy
- Ensure up to date knowledge and understanding of the Academy's Child Protection and Safeguarding Policy.

Inclusion - Pupil Guidance and Support

- Develop, maintain, and evaluate the provision map for pupils with additional needs and provide regular updates to staff regarding the layers of support in place with a specific focus on transition between key stages
- Have oversight of attendance and punctuality for pupils with additional needs and liaise with the Educational Social Worker to resolve issues
- Be responsible for the analysis of behaviour trends ensuring that accurate records are maintained that support the development of PSPs or the use of the stages programme in conjunction with the Access and Inclusion Centre (AIC)

- Direct the work of the Learning Support Team including HLTAs / TAs to effectively meet the needs of all pupils with additional needs in the academy and in particular those with EHC Plans, identified SEN, MABLE, EAL or SEMH
- As Deputy Designated Safeguarding Lead ensure that all safeguarding incidents within the secondary phase are dealt with promptly and procedurally. Be always guided by the academy's ethos and the CYP focus
- Remain up to date with all legislation and training required to ensure effectiveness in the role
- Devise, monitor and evaluate EAL strategy to meet the needs of those new to English and more advanced bilingual learners
- Ensure the quality of reports going out to parents of pupils with additional needs takes into account the pupils and parents understanding of their child's targets
- Have oversight of Access Arrangements for all pupils
- Oversee the admissions process and ensure actions are put in place to meet the learning needs of all new arrivals; including ad hoc admissions where a need may not, yet, be identified and those with existing EHCP applications
- Support the development of a curriculum that provides an inclusive provision that suits the needs of young people who need adjustments
- Work with the Access and Inclusion Team to ensure quality care and guidance for the most vulnerable young people and those at risk of failing in school
- Oversee the leadership of 'Stages of Suspension'.

Building Partnerships - Parents, carers and community

- Communicate the work and successes of the academy to parents and families, the local area and the wider community
- Lead on Parent Voice and the development of activities and events that encourage parental interest in their child's education
- Contribute to the marketing strategies being employed by the academy
- Enhance the online presence of the academy through the development of its social media platform and website
- Support the recruitment and retention strategies used across the academy
- Work with external partners to learn from good practice in other educational establishments supporting inclusion and achievement
- Co-ordinate, quality assure and oversee the work of outside agencies who support our pupils with additional needs e.g. National Tutoring programme
- Liaise with the Local Authority to coordinate Annual Reviews and ensure that pupils with EHC Plans have their provision fulfilled
- Liaise with HoY's, the Access and Inclusion Centre Co-ordinator and Lead Practitioner for Learning Behaviour, and external agencies to assist in pupil transfers including managed moves.

Leadership and Management

- Inform the Principal of any matter that may affect the management of the academy and deputise for the Principal when required
- Deputise for the Principal in decisions about fixed term exclusions and ensuring that robust and accurate record keeping is in place in relation to the tracking of progress.
- Undertake the professional duties of a member of the Leadership Team play a leading role in the daily management of the academy and act as a presence and role model around the academy to influence pupils and staff
- Play a major role in formulating the aims and objectives of the Academy; in establishing the policies through which they will be achieved and in monitoring progress towards their achievement
- Be a pro-active problem solver, showing initiative and offering solutions to challenges and issues as they arise
- Lead and manage staff in an appropriate manner, offering support, encouragement, guidance, relevant training and advice to ensure effective policy is being implemented and reduce underachievement
- Advise and assist the Principal and Trustees in the exercise of their duties and responsibilities, including contributing to reports as appropriate
- Participate in Threshold Assessment and Appraisal procedures and provide information about the

work and performance of staff

- Contribute to the recruitment, deployment and professional development of staff as appropriate
- Chair meetings that support effective consultation, delegation of responsibility and successful implementation of the improvement plan
- Monitor, support and influence the work of senior staff curriculum leaders and responsibility leads to ensure that they are working effectively
- Provide formal and informal support to staff in catering for the needs of pupils with additional needs, provide practical tips on how quality first teaching can support these pupils
- Oversee the development and quality of the school website and social media ensuring it reflects our culture, image, and reputation
- Carry out the professional duties of a Vice Principal as circumstances may require, under the reasonable direction of the Principal and CEO.

Leadership skills and attributes

At ARA we expect our leadership team to abide by the Framework for Ethical Leadership in Education:

- Selflessness – leaders act in the best interest of the pupils not for their individual status
- Integrity – leaders do what is right for their community and specifically the pupils they serve
- Objectivity – leaders make impartial and fair decisions based on merit, rather than personal benefit
- Accountability – leaders are open to scrutiny and take responsibility for their actions
- Openness – leaders are transparent as to why decisions are taken
- Honesty – leaders tell the truth and provide clear explanations surrounding issues
- Leadership – leaders act and robustly promote these six principles

And

- Trust - leaders are trustworthy and reliable
- Wisdom - leaders use experience, knowledge and insight
- Kindness - leaders demonstrate respect, generosity of spirit, understanding and good temper
- Justice - leaders are fair and work for the good of all children
- Service - leaders are conscientious and dutiful
- Courage - leaders work courageously in the best interests of children and young people
- Optimistic - leaders are positive and encouraging

Targets

Performance Targets will be set and agreed as part of the annual cycle of Appraisal and review.