 **JOB**

**DESCRIPTION**

Job Title:

**Vice Principal**

**Student Welfare**

Location:

**Malcolm Arnold Academy**

|  |  |
| --- | --- |
| **Job Purpose:** | To support the Principal in creating, developing and evaluating the aims of the school in partnership with pupils, staff, governors and parents.  Leadership of curriculum and outcomes. |
|  |  |
| **Background:** | The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside and London.  Our aim is to be the country’s leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment. |
|  |  |
| **Reporting To:** | Principal |
|  |  |
| **Salary:** | L15 – L 20 |

**KEY RESPONSIBILITIES**

* Member of the Senior Leadership Team and work as part of the team, supporting all team members
* Contribute to all aspects of Senior Leadership Team responsibilities
* Assist the Principal to compellingly communicate the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel.
* Work with the Senior Leadership Team to promote an orderly, caring learning environment for students and staff, and to work with staff, parents and the community to achieve this
* Supervise students during periods of unstructured recreation before, during and after school
* Undertake and complete whole Academy performance data analysis
* Promote actively and comply with the Academy’s policies
* Set a positive example in terms of dress, punctuality and attendance
* Lead and participate in the development of teaching and learning strategies
* Monitor and evaluate the quality of teaching, and standards of learning and achievement of all students, including those supported through enhanced resources, in order to set and meet ambitious targets for improvement
* Lead, motivate, support, challenge and develop staff to secure improvement in teaching, learning and outcomes
* Lead CPD for all staff, including INSET utilising the Trust’s CPD programmes and external leadership programmes
* Lead highly effective systems and strategies that support all students to remain positively engaged in Academy life
* Participate in delivery of assemblies
* Ensure parents are key partners in their child’s learning
* Attend and participate in open evenings, student performances and celebrations
* Attend designated team and staff meetings
* Monitor and evaluate all specified areas of responsibility
* Leadership for appropriate teams/working groups related to designated responsibilities
* Line manage designated staff, teams and support staff
* Act as an Ambassador for the Academy and Trust in developing partnerships and links with external stakeholders
* Develop links with governors, the David Ross Education Trust and neighbouring schools
* Service and Chair the work of committees, governors and other groups/meetings as appropriate
* Ensure the Academy has highly effective relationships with partner agencies
* Lead whole Academy events/functions as appropriate
* Use Academy prior attainment data to monitor, evaluate and review the effectiveness of outcomes
* Deliver INSET and professional coaching when appropriate related to any area of responsibility

**MANAGEMENT ACCOUNTABILTY AND PARTNERSHIP WORKING**

* To be accountable for delivery of aspects of the academy improvement plan
* To be accountable to the Principal for the quality of data
* To contribute to regular academy self-evaluation and strategic policy development
* To report as required to the governing body on outcomes in relation to all areas of responsibility
* To advise the academy’s management on resource requirements in relation to all areas of responsibility
* To actively promote partnership working to support all areas of responsibility

**OTHER DUTIES AND RESPONSIBILTIES**

* Attendance at Senior Leadership Team meetings and other Academy events as and when required
* Be an excellent classroom practitioner who can teach a variety of classes across the ability range and key stages
* To achieve and maintain high standards of student attainment and progress within own classes
* To fulfil the responsibilities indicated below and the terms and conditions of service required of a Vice Principal as indicated in the Department for Education Terms and Conditions of Service
* To be involved in the Academy’s student mentoring scheme in order to provide support and raise standards
* Support all teachers to build constructive working relationships with students, parents and other staff
* To take part in the Academy’s staff development programme by participating in arrangements for further training and professional learning
* To continue own professional development in relevant areas including subject knowledge and teaching methods
* Engage actively in the performance management review process of the Academy
* To comply with all financial, safety, data protection, child protection and equal opportunity requirements and any other relevant guidelines
* Ensure staff are aware of and uphold all relevant Academy policies and health, safety and welfare requirements
* Undertake any other specific or time limited leadership or management duties as directed by the Principal

**KEY RESPONSIBILITIES – ALL STAFF**

* The duties and responsibilities in this job description are not exhaustive.  The post-holder may be required to undertake other duties that may be required from time to time within the general scope of the post.  Any such duties should not substantially change the general character of the post.  Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post-holder.

**Equal Opportunities**

* The post-holder is required to carry out the duties in accordance with the Trust’s Equal Opportunities policy.

**Health and Safety**

* The post holder will ensure that the duties of the post are undertaken with due regard to the school’s Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation.

**Safeguarding**

* To do all that you should to ensure that you safeguard and promote the welfare of students in the Academy.

**PERSON SPECIFICATION**

Your application will be reviewed against the essential and desirable criteria listed below.

Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application.

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| Qualifications and Professional Development & Experience |  |  |
| * Proven success in a senior leadership role within a secondary educational setting |  |  |
| * Qualified Teacher Status |  |  |
| * Evidence of applying continued professional development. |  |  |
| * Evidenced experience of manipulating and interrogating large and complex data sets |  |  |
| * Very strong track record of professional development |  |  |
| * Senior Leadership experience with evidence of successful project / system management |  |  |
| * Experience of leading and motivating a team to improve standards and outcomes |  |  |
| * Links with the community and external agencies |  |  |
| * Successfully implemented and managed a new whole school initiative in the past 2 years |  |  |
| * Improving teaching and learning |  |  |
| * Proven track record of securing positive outcomes for students at a whole school level |  |  |
| * Experience of secondary school curriculum planning |  |  |
| * Experience of developing and implementing highly effective Academy-wide systems for quality assurance |  |  |
| * Successful experience of leading and delivering CPD, and Appraisal systems |  |  |
| * NPQSL/NPQH qualified or willingness to undertake the qualification |  | ✓ |
| * Higher degree and/or professional qualification |  | ✓ |
| * Membership of a national professional organisation |  | ✓ |
| * Experience of working with governors or trustees within a MAT context |  | ✓ |
| Knowledge, Skills and Competencies |  |  |
| * Exemplary practitioner with a proven track record of securing good outcomes for students |  |  |
| * Ability to inspire, motivate, support and challenge staff, pupils and other key partners | ✓ |  |
| * An in depth knowledge of best practice in curriculum, teaching, learning and assessment for learning |  |  |
| * Up to date knowledge of what research and inspection findings tell us about effective leadership in schools |  |  |
| * Proven track record of providing effective support to staff so as to ensure quality first teaching, and maintenance of good conduct and relationships |  |  |
| * Excellent interpersonal and people-management skills |  |  |
| * Communication (written and verbal) including ability to explain clearly, negotiate, facilitate and resolve challenging issues |  |  |
| * High levels of commitment, enthusiasm and motivation |  |  |
| * The ability to plan strategically, to set out clear aims and objectives and to manage transformational change successfully |  |  |
| * The ability to carry out rigorous self-evaluation and review and to act on the findings in order to bring about improvement |  |  |
| * The ability to lead and manage individuals and teams of staff so as to bring out the best in them and the best outcomes for students |  |  |
| * A thorough understanding of how to use performance data to monitor standards of attainment and to plan appropriate interventions |  |  |
| * Excellent oral and written communication skills and confidence in the use of new technologies |  |  |
| * Knowledge of the Bromcom management information system |  | ✓ |
| * Knowledge of eTimetable |  | ✓ |
| * Knowledge of the past, present and future government policy on Performance Management, Appraisal and Capability, and how to present Academy data to suit DfE and Trust KPI criteria. |  | ✓ |
| Equal Opportunities |  |  |
| * A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best. |  |  |
| Safeguarding |  |  |
| * Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child. |  |  |
| * Play an important part in the wider safeguarding of children – identifying concerns, sharing information and taking prompt action to safeguard and protect them. |  |  |
| * Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children. |  |  |
| Health and Safety |  |  |
| * Aware of Health & Safety and Safeguarding as appropriate to role |  |  |

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.*

*The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.*

*The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.*

*This Job Description is current at the time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.*

*The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.*

*All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.*