



JOB DESCRIPTION

VICE PRINCIPAL - Teaching and Learning

Grade:	Leadership L10 to L14
Responsible to:	Executive Principal
Direct Reports:	senior leaders, teaching staff, support staff
Indirect Reports:	Academy Trust
Job Description Issue Date:	September 2022
Postholder Name:	
Postholder Signature:	

Purpose of the Role

- To provide outstanding professional leadership to the schools, ensuring the delivery of high quality provision for the children, staff and community. To ensure that Ramsey Spinning Infant school and Ramsey Junior school remain an excellent provider of learning and teaching for the whole community.

General Responsibilities

- The Vice Principal (VP) will champion [The Elliot Foundation vision, values and goals](#) and ensure all staff within the Federation work in accordance with these.
- The VP will be aware of and comply with relevant policies and procedures, including those relating to safeguarding, health and safety, confidentiality and data protection;
- The VP will be an outstanding role model and leader in ensuring the highest possible standards of professionalism and achievement across the federated schools.
- The VP will ensure own continuous professional development, seeking active opportunities for innovative and effective practice; and
- The schools are committed to continuous school improvement within the Ramsey schools Federation, across the Elliot Foundation Multi Academy Trust (TEFAT) and across the wider educational system. Therefore, the role will support and encourage the engagement of staff in regional and national training and initiatives.

Specific Responsibilities

Main Tasks:

- To support the Executive Principal in the running of the federated schools.
- To deputise in the absence of the Executive Principal and ensure smooth running of the federated schools.
- Responsibility for rigorous and robust monitoring and improvement of Teaching and Learning of the federated schools.
- The specific nature of these responsibilities will vary according to the needs of the schools and may be shared ones.

Description of role

Work closely and supportively alongside the Executive Principal by:

- Assisting the Executive Principal in leading and managing the federated schools when appropriate.
- To undertake the day to day operational management of the federated schools.
- To deputise for the Executive Principal as necessary.
- Demonstrate exemplary leadership.
- Undertake such duties as are delegated by the Executive Principal.
- Be an integral part of the Senior Leadership Team.
- Create an accountable, safe and positive learning environment in which diversity and co-operation are celebrated.
- Play a major role, under the overall direction of the Executive Principal, in formulating and reviewing the School Improvement Plan and the aims and objectives of the school by:
 - Establishing the policies through which they shall be achieved
 - Leading and managing staff and resources to that end
 - Monitoring progress towards their achievement.

The internal organisation, management and control of the schools:

To contribute to:

- o Maintaining and developing the ethos, values and overall purposes of the schools.
- o Support the Executive Principal to set and review the federated school's priorities and objectives, leading programmes to ensure these are delivered.
- o Determine and drive appropriate standards and targets to deliver improvement; which will translate school aims and policies into actions and regularly report on progress towards them.
- o Support the Executive Principal to develop, motivate and deploy teaching and non-teaching staff to secure the best possible use of available ability; allocate particular duties to them in a manner consistent with their conditions of service and the need to ensure a proper work/life balance.
- o Implementing the TEFAT and Governing Body's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs.
- o The efficient organisation, management and supervision of school routines
- o When appropriate, to chair senior leadership team meetings, which ensure productive and effective communication, monitoring, decision making and recording.
- o Provide regular updates to the governing body on staffing and management matters.

Pupil Care

To Contribute to:

- o The development, organisation and implementation of the school's policy for the personal and social development of pupils including pastoral care and guidance.
- o Maintain, review and develop policies and procedures for promoting pupils self-discipline and good behaviour.
- o Ensure the maintenance of good order and discipline during the school day, when pupils are present on school premises or engaged in authorised school activities on or off premises.

The Management of Staff

- To lead teachers in training and mentoring to become more effective practitioners
- To be responsible for the line management, performance management and appraisal of specific staff.
- To participate in the recruitment and development of teaching and non-teaching staff of the school.
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures.
- Take part in paired observations and learning walks with members of SLT.
- Identifying key areas for development/support for individuals or year groups.
- The provision of professional advice and support and the identification of training needs.
- To ensure each class has a teacher and cover is provided for absent teachers, taking account of conditions of service and the availability of supply teachers.
- Ensure that the teachers at the school receive the information they need to carry out their professional duties effectively.

- Ensure that newly qualified teachers, and those returning to work after a break in service, have access to adequate support and training in their first year of service or resumed service.
- Exercise responsibility for the supervision and training of teachers during their induction periods.
- Manage the threshold assessment process fairly and undertake the assessment of any eligible teacher who requests it in consultation with the Executive Principal if appropriate.
- Have regard for the work/life balance of school staff.

Teaching and Learning:

- Working with the Executive Principal to update school policies, with a leading role in the development of the federated school's Teaching and Learning policy.
- Developing an expert knowledge of outstanding practice in line with teaching standards.
- Monitor and evaluate the standards of teaching and learning in the federated schools, reporting back to SLT on key areas for development and ensure that proper standards of professional performance are established and maintained.
- Forward planning to ensure that training reflects and reinforces the teaching and learning policy and other key curriculum and pedagogical developments.
- Working with senior and middle leaders to ensure staff policy and support reflect the totality of needs and best practice within the schools
- Ensure that the progress of the pupils at the school is monitored, evaluated and effectively recorded. Analyse and use available school based and comparative data to assist in raising standards.
- To prepare and run appropriate training and INSET for all staff across federated schools e.g. through staff meetings, training days.
- Provide advice, support in planning sessions, modelling of lessons, team-teaching opportunities, coaching and mentoring of staff where appropriate.
- Working with the senior leadership team to implement observation & feedback approaches.
- Develop a culture of coaching and peer support to enable teachers and staff to develop professionally and allow the children and community to succeed.
- Carry out weekly observations of identified teachers, with feedback and practice sessions to work on action steps.
- Ensuring, through moderation, that staff assessments are accurate and a fair reflection of the delivery, and importantly, student progress.
- Identifying key areas for development/support for individuals or year groups.
- Developing the use of pupils learning skills across the federated schools.

Resources

Work with the Executive Principal to:

- allocate, control and account for the financial and material resources of the school, and be accountable to the governing body for their proper use.
- ensure the effective security, supervision and maintenance of school buildings, their contents and the school grounds.

Curriculum Development

- To be responsible for progress and support of learning in the federated schools, when appropriate

- To contribute to:
 - The development, organisation and implementation of the school's appropriate curriculum; taking account of the needs, experience, interests, aptitudes and stage of development of the pupils and the resources available to the school.
 - school policies on curriculum, teaching and learning, assessment, recording and reporting.
 - ensuring that the learning and teaching provided by different faculties and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals.
 - ensuring that information on pupil progress is used to improve teaching and learning, to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers and to aid Governors in their management of the schools.
 - Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided.

Teaching responsibilities :

At required points - To carry out duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.

- To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including some provision for cover of absent teachers.
- Participate, as appropriate and where necessary, in the teaching of pupils at the school.
- To be responsible for teaching across all key stages.
- Develop and demonstrate an expert knowledge of outstanding practice in line with teaching standards.

Relationships

- Make and maintain arrangements for parents to be given regular information about the school curriculum, the progress of their children and other matters affecting the federated schools, so as to promote common understanding of its aims.
- Work with all stakeholders to ensure that they contribute to the evaluation of the schools.
- Provide information and to work with the governors of the federated schools to ensure they carry out their role effectively.
- Provide for liaison and co-operation with TEFAT members, other schools and further education establishments.
- Recognise and support the work of the parents' and carers' group in supporting initiatives.
- Identify and offer opportunities for approved volunteers to support the work of the schools in terms of curriculum and extracurricular activities.

General responsibilities

- To keep up to date with Ofsted legislation and ensuring that the schools are Ofsted Ready - including preparing reports (SIP, SAP, TOP's) and Data analysis.
- To be aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children, young people and vulnerable adults as it relates to this role.
- To ensure the Executive Principal is made aware of and kept fully informed of any concerns arising in relation to safeguarding and/or child protection.

- Have due regard for TEFAT and school policies on equal opportunities, health and safety and any other relevant area.

Key Performance indicators

- Safeguarding is effective
- Children's outcomes are strong and improving
- The overall quality of educational provision is good or outstanding
- The curriculum is broad, ambitious and reflects the local community and children's needs
- Children, parents and staff voice is positive
- Engagement with the wider family of TEFAT academies is positive
- Engagement with TEFAT Central team and stakeholders is collaborative
- Support networks between schools within the region and within the Trust develop the children and the staff through collaboration
- Build capacity at all levels

Key Relationships (Internal and External)

- Executive Principal
- Federation Senior Leadership Team (SLT)
- Federation Finance Manager
- Federation Administration Team
- School based teaching and support staff colleagues
- TEFAT Central HR Team/Finance and Operations Group Directors
- Other HR & Finance colleagues within the Trust
- TEFAT members, other schools and further education establishments
- Any other stakeholders
- Parents and carers / guardians

Notes

- This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of TEFAT. 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 responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment; and
- Recruitment and induction practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Barred list and enhanced Disclosure and Barring Service (DBS) check.

Person Specification - Vice Principal

	Essential	Desirable
Education and Qualifications		
Degree Qualified Teacher Status	X	
Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning	X	
Ability to identify own learning needs and support other in identifying their learning needs	X	
NPQH award or Leadership pathways certificate		X
Knowledge and Experience		
Successful experience of leading one or more subject areas	X	
Curriculum leadership in one or more core subject areas		X
Experience of teaching in one or more schools		X
Teaching experience in both KS1 and KS2		X
Successful experience in a leadership role	X	
Teaching and Learning		
Clear understanding of what good quality teaching and learning looks like and strategies to develop this	X	
Secure understanding of the requirements of the national curriculum	X	
Knowledge and understanding of a range of successful teaching and learning strategies to meet the needs of all pupils	X	
Secure understanding of assessment strategies and the use of assessment to inform the next stages of learning	X	
Experience of effective monitoring of teaching and learning.	X	
Clear understanding of the characteristics of successful behaviour management	X	
Professional Skills		
Ability to think and plan strategically	X	
Commitment to a student centred approach to the delivery of the curriculum, ensuring inclusive learning	X	

Demonstrable ability to lead, motivate, develop and inspire staff and to encourage family and community involvement	X	
Ability to work effectively as part of the schools team and with governors, trustees, students, parents/carers, stakeholders and partners beyond the education sector	X	
Highly developed communication and interpersonal skills, with the passion, presence and credibility to lead, empower and inspire a wide range of stakeholders	X	
Personal Qualities		
Able to demonstrate commitment to the values and behaviours which flow from The Elliot Foundation Academies Trust Values and ethos	X	
Able to self reflect and challenge existing thinking across the Federation constructively	X	
Able to take responsibility and take action ensuring high expectations of self and others, including courage, challenge and integrity	X	
Proactive and positive approach	X	
Resilience; the ability to work under pressure and meet deadlines	X	