**Vice Principal:**

**Teaching, learning and student progress**

*Job Description and Person Specification*

*December 2020*

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| **Post Title:** | Vice Principal – Teaching, Learning and Student Progress |
| **Accountable To:** | Principal |
| **Location:** | Elliott Hudson College |
| **Scale** | L20-24 |

# Job Description

## **Purpose**

1. The role is to ensure that the college acts as a catalyst for social change, improving the outcomes and for students and the wider community.
2. The Vice Principal will provide inspiring leadership in pedagogy to ensure that our students have an exceptional and consistent teaching and learning experience that leads to an outstanding quality of education for all.
3. The Vice Principal will support and uphold the vision, ethos, principles and policies of the College characterised by high expectations and a community in which all are, and feel, valued.
4. The Vice Principal will deputise for the Principal in the day-to-day running of the college.

## **Post-specific responsibilities**

1. Lead on further improving the quality of education across the College. This includes:
   1. The quality of long, medium- and short-term curriculum planning.
   2. The quality of lesson delivery that ensures that knowledge, understanding and skills are strengthened over time.
   3. The progress of all students exceeds national expectations.
2. The line management of the Directors of Faculty to ensure that they are highly effective in driving improvement in the quality of education across all subject areas. This requires an effective quality assurance strategy and supportive line management in the following areas:
   1. Student outcomes
   2. The quality of teaching and learning
   3. Student support and development
   4. Staff support and development
   5. Curriculum design and development
   6. Reporting to stakeholders
   7. Resource management
3. Lead the quality of:
   1. Student files
   2. Assessment
   3. Marking and feedback
   4. Coursework and non-examined assessment
   5. Information technology to support and enhance learning
4. Lead in developing a culture of continuous improvement and striving for excellence across the college.
5. Lead professional development across the college. This includes:
   1. High quality professional learning for middle leaders so that they are highly competent and confident to lead their teams.
   2. High quality professional learning for teachers that aligns with the college’s ‘we learn’ culture and raises standards across all classrooms.
   3. High quality professional learning for NQTs and RQTs that supports them to be successful in a high-performing college during the initial stages of their career.
6. Lead the coordination of Initial Teaching Training in partnership with the GORSE SCITT.
7. Leadership, line management and development of Advanced Skills Teachers.

## **Senior Leadership responsibilities**

1. Be a member of the Leadership Team, in which everyone is committed to securing outstanding outcomes for our students and our community.
2. Share direct accountability for the successful delivery of the vision for the College as a whole.
3. Assist the Principal in leading Elliott Hudson College in such a way that the highest standards are secured amongst staff and students in all areas of the College’s performance and practice.
4. Drive up expectations and promote an aspirational culture.
5. To take responsibility for safeguarding and promoting the welfare of children.
6. Act as a role model for staff, providing active support and advice to them whilst holding them accountable.
7. Lead on improvement strategies, coaching and supporting staff, ensuring quality, monitoring and evaluation of performance.
8. Lead and manage middle leaders to ensure that College improvement is being effectively led at this level.
9. Take a corporate view of policy implementation and an appropriate share of the many and varied tasks required of College Leaders.
10. Monitor the impact of initiatives on workload and staff wellbeing.
11. Play a lead part in the community of the College, being highly visible on a daily basis and undertaking a range of duties to ensure the smooth running of the College.
12. Lead on Ofsted preparation.
13. Contribute to, implement and monitor college development plans and self-evaluation measures.
14. Conduct reviews which identify strengths and areas for development.
15. Work effectively with the Principal and Executive Principal, the Chair of the Local Governing Body and the Local Governing Body itself to enable it to meet its responsibilities for securing effective teaching and learning and high standards of achievement, and for achieving efficiencies and value for money.
16. Develop positive external relationships at a local and strategic level, in partnership with The GORSE Academies Trust and others, to promote the continued development of the academy, as a central resource for the community.
17. Work closely with the Board of The GORSE Academies Trust, its other academies, strategic partners and stakeholders.
18. Work in conjunction with community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities.
19. To carry out the duties and responsibilities of the post in accordance with the College’s Health and Safety Policy and relevant Health and Safety Guidance and Legislation, including the General Data Protection Regulation (GDPR).
20. To undertake training and professional development as appropriate.
21. To undertake other duties appropriate to the post that may reasonably be required from time to time.

## **Developing professional and constructive relationships**

1. Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
2. Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
3. Have a commitment to collaboration and co-operative working.
4. Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
5. Establish and develop effective team working practices.
6. Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust’s staff appraisal policies.
7. Ensure an aspirational and motivational culture is developed, sustained and celebrated.
8. Be able to prioritise, be efficient and meet deadlines.
9. Be an effective and clear line manager.

## **Working within the law and frameworks**

1. Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
2. Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
3. Know how to identify potential child abuse and follow safeguarding procedures.
4. Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.

## **Developing practice**

1. Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e. training, mentoring etc.).
2. Recognise the importance of self-evaluation in raising standards.
3. Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
4. Review the effectiveness of their teaching and its impact on learners’ progress, attainment and well-being refining their approaches where necessary.

## **Professional skills**

1. Promote and model inspirational teaching and learning.
2. Manage pastoral care, student welfare, child protection and anti-bullying procedures effectively.
3. Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
4. Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
5. Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners’ needs and take practical account of diversity and promote equality and inclusion.
6. Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
7. Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
8. Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
9. Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
10. Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners’ progress and levels of attainment.
11. Provide learners, colleagues, and parents/carers with timely, accurate and constructive feedback on learners’ attainment, progress and areas of development.
12. Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
13. Use assessment as part of their teaching to diagnose learners’ needs, set realistic and challenging targets for improvement and plan future teaching.
14. Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the College.
15. Manage learners’ behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the College’s behaviour policy.
16. Promote learners’ self-control, independence and cooperation through developing their social, emotional and behavioural skills.

*The GORSE Academies Trust is committed to safeguarding and promoting the welfare all children, and expects all staff, Governors and volunteers to share this commitment.  The successful candidate will be subject to an enhanced Disclosure and Barring Service (DBS) check. We promote diversity and aim to establish a workforce which reflects the population of Leeds.*

# Person Specification

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| **Knowledge** | **Essential** | **Desirable** |
| Knowledge of effective leadership and line management strategies and processes. | ✓ |  |
| Good understanding and knowledge of A Level examination specifications. | ✓ |  |
| Knowledge of strategies that promote a positive climate for learning in subjects with differing demands. | ✓ |  |
| Knowledge of current educational thinking. | ✓ |  |
| Good understanding of school improvement and Ofsted inspection programmes | ✓ |  |
| Knowledge of subject monitoring and tracking systems and their role in securing improvement. | ✓ |  |
| Ability to provide clear evaluation and strategies for improvement. | ✓ |  |
| Ability to use L3VA and other data to analyse and evaluate school/subject performance. | ✓ |  |
| Knowledge of Ofsted inspection framework and Evaluation Schedule | ✓ |  |
| Knowledge of effective systems of assessments and examination preparation. | ✓ |  |
| Knowledge and understanding of the ethos of Elliott Hudson College and a commitment to our core values | ✓ |  |
| Knowledge of processes to improve and support teachers. | ✓ |  |
| Knowledge of effective self-development strategies. | ✓ |  |
| Knowledge of the challenges of pre-16 and post-18 education. |  | ✓ |
| An understanding of associated external agencies and avenues to support young people. |  | ✓ |
| **Qualifications** | **Essential** | **Desirable** |
| Good honours degree in relevant subject | ✓ |  |
| Qualified Teacher Status | ✓ |  |
| Masters degree or further qualification relating to educational pedagogy |  | ✓ |
| Evidence of involvement in relevant CPD |  | ✓ |
| **Experience** | **Essential** | **Desirable** |
| Track record of successful senior leadership experience. | ✓ |  |
| Experience of successfully changing organisational culture, in relation to aspiration, teaching practices and standards. | ✓ |  |
| Experience of raising standards. | ✓ |  |
| Excellent record of student performance in A Level examination. | ✓ |  |
| Experience of delivering CPD. | ✓ |  |
| Evidence of managing and leading a new initiative. | ✓ |  |
| Outreach work / supporting a subject in challenging circumstances |  | ✓ |
| Financial, budgetary and resource management experience |  | ✓ |
| Experience of engaging with community, business and industry partners |  | ✓ |
| Experience of developing, expanding and managing organisational change |  | ✓ |
| **Skills** | **Essential** | **Desirable** |
| Ability to turn vision into reality. | ✓ |  |
| Ability to inspire, motivate, manage and develop others. | ✓ |  |
| Ability to lead and manage a fully inclusive school. | ✓ |  |
| Ability to lead the design and development of an innovative curriculum | ✓ |  |
| Ability to work effectively with members of the local community and a range of stakeholders in developing the College as a community resource | ✓ |  |
| Ability to provide a safe environment to ensure the physical and psychological safety of the students | ✓ |  |
| Ability to lead the development of others | ✓ |  |
| Genuine passion and a belief in the potential of every student | ✓ |  |
| Good communication, planning and organisational skills | ✓ |  |
| Ability to deliver bespoke CPD to colleagues and trainees | ✓ |  |
| Ability to evaluate and strengthen the effectiveness of reports that analyse and review data | ✓ |  |
| Able to assess college-based assessments accurately and identify strategies for improvement. | ✓ |  |
| Ability to evaluate and strengthen intervention strategies that bring about rapid improvement | ✓ |  |
| Ability to work flexibly and under pressure | ✓ |  |
| Ability to provide clear strategies for improvement, following analysis/review of data and/or performance | ✓ |  |
| Highly motivated with the ability to plan, problem-solve and negotiate | ✓ |  |
| **Personal qualities** | **Essential** | **Desirable** |
| A passion for education and making a difference | ✓ |  |
| Excellent communicator | ✓ |  |
| Pleasant and friendly manner | ✓ |  |
| Polite and punctual | ✓ |  |
| Reliable | ✓ |  |
| A commitment to working as part of the whole college team and supporting the vision and aims of the academy | ✓ |  |
| To have high aspirations but to manage those with pragmatism | ✓ |  |
| To have the ability to win the respect of colleagues and students alike | ✓ |  |
| Energetic, enthusiastic and hard-working | ✓ |  |
| Highly motivated, ambitious, and upbeat. | ✓ |  |
| Calm under pressure | ✓ |  |
| Flexible and collaborative | ✓ |  |
| To be a leader but also with the emotional intelligence to be a team player. | ✓ |  |
| Take responsibility for own professional development as identified with the line manager. | ✓ |  |