

Job Description and Person Specification

Vice Principal

JOB DESCRIPTION

JOB TITLE	Vice Principal (Behaviour, Inclusion and Personal Development)
EMPLOYER	University of Brighton Academies Trust
LOCATION	The Burgess Hill Academy
RESPONSIBLE TO	Principal
MAIN PURPOSE OF THE JOB	<ul style="list-style-type: none"> • To deputise for the Principal as and when required • As a member of the SLT, contribute to the implementation of the vision and strategic plans for both the Trust and Academy. • To strategically lead behaviour, inclusion and personal development across the Academy • To line manage teams to achieve strategic priorities • To 'champion' SEND students' provision both in and outside the classroom • To monitor, support, challenge and hold staff to account • To work closely with the School Improvement Team to improve provision and raise standards.
KEY ACCOUNTABILITIES	
1	To work effectively as a member of the SLT to ensure aspirational aims and objectives are realised through the excellent leadership and management of the Academy and, where appropriate, Trust-wide strategies. In particular, to support staff in achieving the highest standards of teaching, attainment, progress, attendance and behaviour for all students.
2	To establish systems for quality assurance to inform the academy evaluation and planning cycle
3	To support, review and develop an inclusive and first-class pastoral culture and ethos for the academy
4	To lead on strategic areas of the academy as defined by the principal and strategic plans To be accountable for the line management of key departments and their outcomes.
5	To take an active in role in the recruitment and induction of new staff
6	To be a visible, proactive presence around the Academy, promoting positive behaviour and ensuring the smooth day to day running of the Academy

7	To lead staff training as appropriate to the Vice Principal portfolio.
8	To be responsible for the writing and delivery of the relevant sections of the Academy's Raising Achievement Plan and the school's Self Evaluation Form (SEF)
9	To hold Middle Leaders to account, through effective and timely line management focusing on the progress and achievement of all students along with evaluation of the quality of teaching and behaviour.
10	To analyse and evaluate self-evaluation data including the requirements of the annual self-review process for areas of responsibility.
11	To quality assure all work undertaken in the areas of responsibility
12	To ensure that all work undertaken in the areas of responsibility complies with Academy processes, procedures and policies
13	To support the work and development of the areas of responsibility.
14	To ensure that all areas of responsibility prepare relevant information for Ofsted
15	To implement relevant sections of the academy Raising Achievement Plan for the areas of responsibility.
16	To provide support and development for Assistant Principals, as agreed with the Principal
17	To instil an ethos of high expectations for behaviour, attendance and achievement in all students by expertly managing student behaviour and expectations and modelling for other staff what is expected
18	To demonstrate a passion for education by engaging positively in professional development. SLT is expected to read widely and think deeply about education and related issues, thereby keeping up to date with research and developments of pedagogy including new technologies for learning.
20	To be consistent in the delivery of all the academy's policies and practice
21	To maintain confidentiality inside and outside of the academy
Other Duties	
22	To undertake such other duties as reasonably correspond to the general character of the post and commensurate with the post of Vice Principal
<p>This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.</p> <p>There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.</p>	
Date: May 2022	
Additional Information	
<ul style="list-style-type: none"> • This post is subject to an Enhanced Disclosure and Barring Check (DBS) • This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act 	

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

The criteria below indicate the qualities that are needed to do the job well. Candidates for the post will be selected according to the extent to which they satisfy them, and their evidence of potential for developing the rest further. Most of the criteria must normally be met in order to qualify for selection.

ESSENTIAL CRITERIA

Qualification criteria

- Qualified Teacher Status
- Degree Educated
- Evidence of relevant and substantial CPD
- NPQSL (preferred)

General Experience

Experience of:

- Impact of senior leadership
- Experience as a curriculum and/or pastoral middle leader, including expertise at planning for success at GCSE for students with SEND and other outcome focused school strategies
- Having significantly contributed to the work of an SLT which has resulted in the success of the wider school
- Being responsible and accountable for the work of a sizeable team, whose impact has in turn had a positive effect on a school
- Delivering staff training and undertaking professional development of other teachers
- Co-ordination of whole staff training programmes that have led to significant and sustained improvements in particularly the quality of teaching for all pupils (including disadvantaged pupils and pupils with SEND), and/or developing a positive behavior for learning culture across a school or other whole school priorities.
- Designing on-site alternative provision
- Designing bespoke timetables for students with SEND, including students with SEMH needs.

Teacher development (all SLT members are expected to be able to model great teaching and to develop others)

Experience of:

- Understanding what outstanding teaching practice looks like, how to diagnose weaknesses in teaching
- Delivering coaching and mentoring
- Conducting lesson observations as a tool for improvement
- Designing and delivering outstanding staff training, particularly for adaptive teaching.
- Delivering a knowledge based curriculum
- Delivering behaviour for learning strategies

Leadership and Management

The ability to demonstrate:

- An effective leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others.
- Versatility and flexibility in terms of one's own leadership style. To be aware of different management styles and in which circumstances it is appropriate to adopt an alternative approach
- Strong interpersonal, written and oral communication skills
- Strong organizational skills:
 - ◆ The ability to delegate
 - ◆ The use of effective time management
 - ◆ The ability to prioritise
- Resilience and motivation to lead the academy through day to day challenges whilst maintaining a clear strategic vision, staying positive and focusing on key priorities
- Genuine passion and belief in the potential of every student
- Strategic thinking and the potential to adopt an entrepreneurial approach to the role
- An educational vision aligned with the academies' high inspirations and high expectations of themselves and others
- A clear understanding of the strategies required to establish consistently high standards of results and behaviour in a challenging school and commitment to relentlessly instilling these strategies
- An ambassadorial approach in all dealings with the community and subsequently to be positive and successfully market the academy in the community
- Confident and effective presentational skills during public speaking
- Deliver excellent assemblies and open evenings
- Skillful management and maintenance of working relationships with parents and other stakeholders
- Ability to lead, coach and motivate staff within a performance management framework, including a professional development and effective management of underperformance.