

Job Description for the Post of Vice Principal, The Link School

In addition to the conditions of employment and the professional duties of Principal in the School Teachers' Pay and Conditions Document 2014, the above post includes the following responsibilities:

1. Purpose

The Vice Principal will support the Principal in leading The Link School, ensuring the provision of a quality education for children and young people aged 4 to 18 with speech, language, and communication needs, including autistic spectrum conditions and Pathological Demand Avoidance. The role focuses on putting every child at the centre of their learning, celebrating strengths, and overcoming barriers. The Vice Principal will contribute to fostering high self-esteem, confidence, and an inclusive environment where learners understand and value others. This position is instrumental in maintaining high standards of education, pastoral care, and personal development, empowering students to reach their full potential.

2. Core Responsibilities

Support the Principal

- Maintain a high-quality educational environment for students with complex needs including speech, language, and communication needs, including autistic spectrum conditions and Pathological Demand Avoidance
- Ensure the continued development of the school and make a significant contribution to high quality organisation, leadership and management
- Play a full and active role in supporting and promoting every aspect of the life of the relevant school
- Attend Local Governing Body meetings as appropriate
- Accept the collective responsibility of the SLT and respect its confidentiality when this is agreed to be necessary
- Ensure that the school meets its statutory duties as outlined in the SEND Code of Practice
- Ensure that safeguarding and child protection are key priorities for all staff
- Keep abreast of developments within education and the special sector at local, national and international level
- Management and control of risk
- Participate in the OHCAT family Innovation Hubs, as appropriate, in order to share good practice and innovation to maximise the benefits to pupils and students

Specific Responsibility:

- Supporting the Principal in Professional Duties: To assist the Principal in mutually agreed areas of school leadership and management, including Teaching and Learning, Attainment, Performance Management of Teaching staff
- To have a shared responsibility to deputise for the Principal in his/her absence

3. Organisation, Leadership and Management

Support the Principal	Specific Responsibility
<ul style="list-style-type: none"> • Uphold the aims and objectives of the school and ensure implementation, monitoring, development and review of policies to support these aims • Work closely with the LGB, OHCAT and SLT on strategic school improvement planning and school self-evaluation • Develop and maintain an appropriate staffing structure • Develop and maintain effective communication between children, staff, parents/carers, governors and the wider community • Assist in identifying advice and support for parents, carers and families • Promote equality, diversity and inclusion in line with OHCAT policies • Ensure equality of opportunity and of access for all members of the school community • Monitor and evaluate the effectiveness of Health and Safety procedures and assist the premises team in ensuring that the health and safety needs of students and staff are met as far as is practicable and that health and safety policy guidelines are adhered to • Contribute to the creation, implementation and evaluation of the schools' development plans and self-evaluation documentation • Assist with the wider improvement of community partnerships and the further development of extended service provision • To support colleagues with the development of a programme of integration and inclusion in line with other partner schools 	<ul style="list-style-type: none"> • Promote professional development for all staff, supporting the delivery of a whole school programme of INSET in line with current improvement priorities and performance management targets, as well as targeted INSET for groups and individuals • Lead INSET as appropriate • Manage budget allocation to support INSET and Premium spends • Liaise regularly with administrative staff in monitoring student attendance, and implement school policy in order to minimise student absence • Ensure that class and school timetables run efficiently and that there is appropriate balance of subjects across key stages

4. Management of Teaching and Learning

Support the Principal	Specific Responsibility
<ul style="list-style-type: none"> • Share responsibility for all monitoring and quality assurance activity and play an integral role in developing staff and raising standards and in other provisions within the OHCAT family • Offer consistent pastoral support for students and provide expert guidance on the management and positive support of challenging behaviours • Promote effective collaboration between staff within and between departments, to ensure coherent planning, consistency of educational opportunities for students and high standards of teaching and learning • Ensure that the planning and delivery of the curriculum is tightly focused (including the National Curriculum as appropriate) and tailored to meet students' individual needs across the school • Lead/participate in the OHCAT family Innovation Hubs, as appropriate, in order to share good practice and innovation to maximise the benefits to students and students 	<p>From the following, subject to negotiation:</p> <ul style="list-style-type: none"> • Responsibility for assessment, recording and reporting of students' progress, both quantitative and qualitative, ensuring progression and continuity and sending relevant information on students' attainment to the LA/DfE • Ensure effective long, medium- and short-term planning and development of the curriculum • Ensure that all students have quality of access to the whole curriculum, maintaining a stimulating, relevant and effective learning environment in which the individual needs of students are met • Oversee the quality of structured programmes of work-related learning and work experience, including careers and information advice and guidance, for students throughout the school

4. Management of People

Support the Principal	Specific Responsibility
<ul style="list-style-type: none"> Contribute to the recruitment and selection of teaching and support staff 	<ul style="list-style-type: none"> Be responsible for overseeing the induction programmes for new staff Monitor staff attendance with HR and address these issues effectively as they arise
<p>The Vice Principal will strive to:</p> <ul style="list-style-type: none"> Develop and maintain excellent working relationships with and between all staff, including multi-agency colleagues Maintain a positive team ethos through effective communication and shared discussion and training <p>Additionally will work with other SLT members to:</p> <ul style="list-style-type: none"> Have corporate responsibility for day-to-day management of staff 	<ul style="list-style-type: none"> Act as an appraiser for teachers and identified members of the support team Support the Head of sites and Assistant heads through mentoring and coaching as they manage their workload and responsibilities.

5. The self-improving school system

<ul style="list-style-type: none"> Create an outward-facing provision which works with other schools and organisations - in a climate of mutual trust and challenge - to champion best practice and secure excellent achievements for all students. Develop effective relationships with fellow professionals and colleagues in other public services, to improve academic and social outcomes for all pupils. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools. Shape the current and future quality of the teaching provision through high quality training and sustained professional development for all staff. Model entrepreneurial and innovative approaches to service improvement, leadership and governance, confident of the vital contribution of internal and external accountability. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
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6. Other

The Vice Principal will:

- Promote the Health and Safety of staff and students and visitors in keeping with OHCAT's Health and Safety policy.
- Participate in appropriate continuing professional development and staff training opportunities to update or develop new skills.
- Ensure personal and corporate currency with regard to national and local policy developments, initiatives and legislation.
- Promote compliance with policies adopted by OHCAT, e.g. Safeguarding of Children and Vulnerable Adults, Equality and Diversity, Health and Safety.
- Undertake such other duties of a similar nature as required by the Principal.

The job description is subject to review and change in consultation with the post holder.

Person Specification

QUALIFICATIONS AND TRAINING	
Qualified to degree level and above	Essential
Qualified to teach in the UK	Essential
Right to work in the UK	Essential
Recent and relevant professional development	Essential
A further post-graduate qualification relevant to the post	Desirable
EXPERIENCE	
Have a commitment to all SEN pathways, including younger preverbal learners who require a sensory interactive curriculum, older learners following an adapted National Curriculum and the willingness to find out about and support school leaders managing the pathway for children and young people with pathological demand avoidance	Essential
A proven track record of Senior Leadership experience, including responsibility for staff management and deployment	Essential
Significant experience of recent and successful class teaching of children with Speech and Language communication difficulties, ASD and PDA	Essential
Evidence of proven successful experience of differentiating and teaching the curriculum for children	Essential
Evidence of effective financial planning, efficient use of resources and obtaining best value for money.	Essential
Evidence of the ability to scrutinise a range of data and make recommendations about school improvement following the analysis of the same.	Essential
Evidence of supporting strategic school improvement planning and school self-evaluation.	Essential
Recent evidence of using effective strategies to raise achievement for pupils with Speech and Language communication difficulties, ASD and PDA	Essential
Experience of effective working within a specialist speech and language communication difficulties, ASD and PDA Provision	Essential

KNOWLEDGE AND UNDERSTANDING RELEVANT TO THE POST	
Excellent understanding of current theory and best practice in teaching and learning, particularly as it relates to achieving high rates of progress for children with Speech and Language communication difficulties, ASD and PDA	Essential
Excellent knowledge of how to raise achievement in English and Maths for pupils with Speech and Language communication difficulties, ASD and PDA	Essential
Excellent knowledge as to how data can be used to raise achievement by all members of the school community	Essential
Broad subject knowledge of core curriculum and foundation subjects	Essential
Understanding of effective strategies for maintaining high standards of learning behaviour, behaviour and discipline within the classroom and wider school context	Essential
A deep understanding of equality of opportunity issues and how they can be successfully addressed within a Speech and Language communication difficulties, ASD and PDA context	Essential
Knowledge and understanding of best practice as it relates to child protection and safeguarding	Essential
SKILLS AND ABILITIES	

<p>To demonstrate the skills and ability to coach others to:</p> <ul style="list-style-type: none"> • Interest, encourage and engage pupils; • Provide appropriate levels of challenge, so that pupils make good progress; • Use methods and resources that enable all pupils to learn effectively; • Use assessment information effectively to plan next steps in children’s learning • Make effective use of time; • Secure high standards of behaviour; • Make effective use of teaching assistants and other support; • Enable pupils to acquire new knowledge and skills; • Enable pupils to develop the skills to work independently and collaboratively; • Enable pupils to develop self-esteem and respect for others; • Create a well organised, stimulating learning environment in line with the school policies. 	Essential
Evidence of leadership qualities including ability to lead, motivate and enthuse others	Essential
Ability to provide a model of best practice within the classroom and other learning settings	Essential
Ability to take a leading role in the promotion of a school ethos that promotes high achievement	Essential
Excellent communication skills, including with students, parents and carers, other staff, external agencies and OHCAT members	Essential
Evidence of the ability to lead high quality in-service training	Essential
To be flexible, accessible and approachable	Essential
Evidence of the ability to provide leadership to a team in planning and implementing the curriculum and raising achievement	Essential
A commitment to furthering own professional development and to the principle of continuous improvement	Essential



Confident and competent with a range of IT	Essential
Excellent attendance record	Essential