

# Job Description

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**Job Title:** Vice Principal

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**Location:** Thetford Academy

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<b>Job title</b>	<b>Vice Principal</b>
<b>Salary Scale</b>	<b>Leadership Pay Scale Points 19-22</b>
<b>Hours of Work</b>	<b>Full time - 32.5 hours per week</b>
<b>Weeks Worked</b>	<b>52</b>
<b>Responsible to</b>	<b>Principal</b>
<b>Location</b>	<b>Thetford Academy</b>

### Main purpose of the role

- To work with the SLT to lead the continued development across the school.
- To support the strategic development, share good practice and plan and deliver collaborative activities beyond the school for the benefits of our pupils.
- To ensure the requirements of the school handbook are applied consistently across the school in the terms of the:
  - Smooth operational running of the school
  - To ensure that all staff are aware of all school procedures and policies
  - Implementation of the statutory requirements for all inclusion aspects of the work of the school
- To present the school and its partners positively both within and beyond the school.
- To carry out the professional duties as set out in the current Teachers Standards and School Teachers' Pay and Conditions documents.

### Organisational relationships

- Responsible to the Principal
- Direct liaison with Senior team, teaching and support staff, external agencies and parents/carers

### Principal accountabilities and responsibilities

<b>Overview</b>	<ul style="list-style-type: none"> <li>• Ensure the standard of learning across the school in liaison with the Principal through coaching and mentoring of staff.</li> <li>• Exceptional leadership to ensure the overall quality of provision at the school.</li> <li>• The line management arrangements for the performance management and professional development of all members of your team.</li> <li>• Support mentoring support plans and capability process for staff required to improve professional practice.</li> <li>• The assurance that procedures are undertaken for recording, monitoring, analysing.</li> <li>• Effective liaison with the senior teams across the school to ensure coherence between the school's priorities for sustained improvement.</li> <li>• For the smooth day to day running of the school.</li> <li>• The assurance that all staff adhere to all school policies and procedures.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Well informed advice based on their knowledge of national developments and the views of students and their parents/carers to the headteacher and the local governing body regarding all aspects.</li> <li>• Acting upon a range of data including student behaviour, attendance and achievement, quality of lessons, monitoring of professional standards, quality of work and it's presentation in students' books and are used effectively to enable senior and middle leaders to: <ul style="list-style-type: none"> <li>○ Identify and intervene with students in need of additional support or alternative ways of working</li> <li>○ Identify members of staff in need of additional support.</li> <li>○ Evaluate the quality and appropriateness of pupils' overall negotiated learning plans and identify when intervention is necessary (e.g. when underachievement is identified, additional challenge is required and/or links needed to outside agencies).</li> </ul> </li> <li>• Effective partnership relationships with outside agencies.</li> <li>• Undertake an appropriate programme of teaching in accordance with the duties of a Vice Principal.</li> <li>• Effective delivery of the whole school remit: <ul style="list-style-type: none"> <li>○ Monitoring and evaluation of all school processes.</li> <li>○ Leading on behaviour and attitudes.</li> <li>○ Ensuring that standards across the school are monitored and strategies implemented to continue the rapid rise in the quality of provision.</li> <li>○ Deputising for the Principal in their absence.</li> </ul> </li> </ul>
<b>Role Specific Duties</b>	<ul style="list-style-type: none"> <li>• Ensure the routines within school are embedded for a culture of high expectations, whilst maintaining an inclusive environment.</li> <li>• Support senior leaders in developing provisions for individuals or groups of students to remove barriers to learning or to extend/support their learning.</li> <li>• Support the organisation of the school electives programme.</li> <li>• Ensure teaching, learning and curriculum policies are implemented effectively and consistently across all groups of students.</li> <li>• Ensure all staff understand their role and responsibilities in delivering fidelity across the curriculum to maximise outcomes across all groups of students.</li> <li>• Monitor standards of teaching, learning and curriculum impact by different groups and feed this information into the schools self evaluation process.</li> <li>• Assist line management of the staff within certain teams and ensure these teams work effectively to deliver on school targets and priority areas.</li> <li>• Be the DSL and oversee the safeguarding processes within school to ensure that student safeguarding needs are addressed as required.</li> <li>• Lead on the analysis of data and performance for areas within this remit and generate reports and commentaries as required for various stakeholders</li> </ul>

## Employee commitments

All employees will commit to the following key areas:

- [The vision, values and key principles of the Trust](#)
- [Equality, Diversity and Inclusion](#)
- In any way possible, in accordance with the role, support students to achieve their potential
- In any way possible, in accordance with the role, improve standards of education
- [Support the inclusion agenda](#)

## Performance Management

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

## Context

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

## Miscellaneous

To undertake any further tasks which could be reasonably expected by the Trust. The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information. The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly. The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain their personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy. This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

**The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure and Barring Service) to be undertaken. It is essential you to disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for**

other purposes are “spend” under the provisions of the Act.

Person Specification	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• First degree, 2:1 or equivalent</li> <li>• QTS</li> </ul>	<ul style="list-style-type: none"> <li>• Postgraduate qualification or working towards</li> <li>• Completion of a NPQSL or equivalent</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• A proven leader and educational strategist, passionate about teaching and learning</li> <li>• Exceptional classroom practitioner</li> <li>• Respectful towards all students, with an unshakable belief in their entitlement to the highest equality education and ability to achieve whatever their personal circumstances</li> <li>• Committed to raising standards of teaching and learning through innovative and collaborative practice</li> <li>• Successful involvement in performance management, self-evaluation process and data analysis as an aid in personal and team improvement, development and change</li> <li>• Successful working relationships with students, staff, parents/carers and the wider community</li> <li>• Successful experience in leading and managing pedagogic changes at a team, and preferably whole school level</li> <li>• Proven practice in leading, motivating and supporting staff to achieve high standards</li> </ul>	<ul style="list-style-type: none"> <li>• Direct and successful experience of Ofsted inspection</li> <li>• Evidence of effective design and implementation of initiatives for raising pupil attainment and improving the quality of teaching and learning strategies</li> </ul>
<b>Skills, Knowledge</b>	<ul style="list-style-type: none"> <li>• Able to lead, motivate and develop people of all ages to work individually and in teams towards a common goal</li> </ul>	<ul style="list-style-type: none"> <li>• Able to plan strategically for the future including teaching strategies and staff deployment</li> </ul>

	<ul style="list-style-type: none"> <li>• Able to analyse and use data to establish benchmarks and set challenging targets for improvement</li> <li>• Able to make decisions, identify and solve problems based on thorough analysis and sound judgement</li> <li>• Excellent interpersonal, written and oral communication and presentation skills</li> <li>• Strong organisational skills and ability to work well under pressure, delegate, plan and manage time effectively</li> <li>• Personal resilience and the ability to maintain staff morale at times of pressure and change</li> <li>• Able to evidence a commitment to on-going personal and professional development</li> <li>• Present a highly professional and positive role model in carrying out duties and when representing the school</li> <li>• Possess integrity and relate appropriately to inspire commitment, enthusiasm and confidence from staff, pupils, governors and parents/carers</li> <li>• A life-long learner who understands the importance of new ideas, taking risks and using challenges as an opportunity to grow and learn</li> <li>• A willingness to personally embrace and celebrate the ethos and values of the school</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to access educational research and apply it in innovative ways in order to improve standards</li> <li>• Evidence of the use of assessment strategies to analyse data with a focus on always improving</li> </ul>
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**Signature**  
**Name**

**Date**