**JOB PROFILE**

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| **POST TITLE:** | **VICE PRINCIPAL**  |
| **JOB PURPOSE** | To change lives through learning by to working in partnership with the principal, governors and staff to ensure the continuous improvement of the academy.Principal Accountabilities* Establish a clear vision for the area you lead and inspire all staff to contribute to achieving this
* To raise the achievement of all students
* To contribute to the overall success of the academy
 |
| **GRADE:** | L18+ |
| **RESPONSIBLE TO:** | **Principal** |

**MAIN DUTIES AND RESPONSIBILITIES**

There are three Vice Principal roles at West Lakes Academy: Curriculum & Assessment; Welfare & Pupil Premium; and Teaching and Learning & SEND. We are determined to appoint the best possible leader to our current vacant Vice Principal position and therefore are interested to see applications from leaders interested in any one of these roles. It is important to us that we get the best possible leader with the greatest ability to help drive our academy forward in the next steps of its development.

Each role is fundamentally important in ensuring our ability to change lives through learning and the successful applicant will demonstrate that the drive to change lives is at the heart of all they do. They will have a demonstrable record of success in their current senior leadership post.

Below follows the job description for a Vice Principal at West Lakes Academy, and beneath that, further detail on what each of the three roles entails.

**Main Duties**

1. Support the principal and governors in developing and implementing a vision for the future development of the academy.
2. Play a leading role in the academy improvement planning process, taking account of the agreed priorities of the academy
3. Be responsible for the a section of the ADP and lead on this area during inspection
4. Evaluate practice in your area of responsibility and report regularly on this to the Academy Leadership Group and governors
5. Contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary
6. Support individual heads of department through the line management structure to improve results in their curriculum areas
7. Work to a high standard in implementing agreed policies, priorities and expectations, modelling good practice for other colleagues
8. Promote a culture of teamwork, in which the views of all members of the academy community are valued and taken into account
9. Promote and contribute to a culture of research-informed practice
10. Provide support for staff in developing their leadership skills
11. Contribute to regular reviews of the organisation of the academy to ensure it meets statutory requirements
12. Develop action plans in specified areas of responsibility, in order to bring about improvements
13. Contribute to the planning process for the distribution of resources, to ensure they meet the academy’s identified priorities
14. Take responsibility for the Performance Management/Appraisal of identified staff
15. Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the students and value for money
16. Support the governing body in meeting its responsibility to account for the performance of the academy
17. Set high expectations for your own performance and that of others
18. Engage in relevant professional development activity

**General**

1. Contribute to the creation of a positive academy ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount
2. Support the induction of staff new to the academy
3. Initiate new ideas and encourage developments
4. Provide information to the Principal/Governors as may be required.
5. Be responsible for ensuring that administrative and organisational tasks relating to the post are carried out effectively.
6. Ensure that Health and Safety issues are properly understood and procedures are followed.
7. Ensure that all safeguarding policies and procedures are strictly adhered to
8. Contribute to the academy development plan
9. Attend, when required, ALG meetings and meetings of the governing body
10. Represent the academy at events
11. Establish effective relationships with all stakeholders
12. Fulfil ALG duties and responsibilities

The fluid nature of the development of the Academy will mean that changes are inevitable. The duties will be reviewed annually as part of the Performance Management Review.

**Specific features of each Vice Principal Role:**

**Vice Principal: Curriculum and Assessment**

* Lead the development and evaluation of the curriculum
* Leading the options process, ensuring it sets students up for successful futures
* Raise academic outcomes
* Ensure effective transitions for students moving between KS3 and 4 and those leaving the academy in Year 11
* Ensure the smooth running of examinations
* Set student targets, grouping and setting
* Coordinate and ensure the quality of academic interventions
* Report attainment and progress
* Design and lead the academy’s approach to assessment
* Design and lead Curriculum, Teaching and Learning Reviews

**Vice Principal: Teaching, Learning & SEND**

* Ensure the provision of exceptional teaching & learning to all students
* Lead the academy’s approach to CPD and ensure the effective training and development of all staff
* Ensure high quality development for Early Career Teachers
* Ensure the quality of cover
* Lead the management of staff sickness and absence
* Ensure students with SEND are exceptionally successful

**Vice Principal: Welfare & Pupil Premium**

* Raise student attendance
* Act as Designated Safeguarding Lead
* Ensure the Single Central Record is accurate
* Improve standards of behaviour and ensure all students demonstrate exceptional behaviour for learning
* Lead on the academy’s approach to awards and rewards
* Ensure an effective transition for students moving from KS2 to KS3
* Ensure the safeguarding of students at all times
* Improve the attainment and progress of PP students so that there is no gap in achievement
* Coordinate and ensure the quality of pastoral interventions

**General**

* Comply and assist with the development of policies and procedures relating to health, safety, data protection and confidentiality, reporting all concerns to an appropriate person.
* To adhere to the Trust/academy Health and Safety Policy including risk assessment and safety systems.
* Participate in training opportunities and professional development as required.
* Support the Trust’s academies at events as and when required.
* Develop constructive relationships and communicate with other agencies/professionals.
* Contribute ideas on new and innovative business opportunities that could improve the effective functioning of the Trust.

**Trust**

All Multi Academy Trust staff are expected to:

* Undertake other such reasonable duties as may be required from time to time.
* Work towards and support the Sponsors’ and CEO’s vision and the objectives of Development Plans.
* Support and contribute to the MAT’s responsibility for safeguarding students.
* Work within the MAT’s Health and Safety policy to ensure a safe working environment for staff, students and visitors.
* Work within the MAT’s Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective.
* Maintain high professional standards of attendance, punctuality, appearance, conduct and positive courteous relations with students, parents, colleagues, Members, Trustees and members of Local Governing Boards at all times.
* Actively engage in the MAT’s performance management process and take responsibility for their own professional development.
* Adhere to MAT policies and procedures as set out in the staff handbook and other guidance documentation which is available to all staff via the trust networks.

This job description should be seen as enabling rather than restrictive and may be subject to regular review to reflect the changing priorities and objectives of the annual MAT Development Plan.

All staff of the MAT are expected to comply with any reasonable request from a leader to undertake work of a similar level and/or type that it is not specified in this job description.

**Person Specification**

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications and Experience** |
| Degree or equivalent. | X |  |
| Qualified Teaching Status  | X |  |
| NPQSL  |  | X |
| NPQH |  | X |
| SLE |  | X |
| **Experience**  |
| Experience of senior leadership. | X |  |
| Experience of line managing other leaders. | X |  |
| Experience of leading either teaching and learning, curriculum and assessment, or welfare in a senior leadership role.  | X |  |
| Experience in a Vice Principal role.  |  | X |
| **Knowledge and Skills**  |
| Excellent knowledge of the research around effective pedagogy, assessment and behaviour management.  | X |  |
| Exceptional knowledge of effective leadership techniques. | X |  |
| Excellent understanding of safeguarding guidance and practices. | X |  |
| Thorough understanding of the Ofsted framework. | X |  |
| Confident knowledge of national performance measures and ability to complete high quality data analysis. | X |  |
| Understanding of SEND code of practice. | X |  |
| Understanding of Pupil Premium guidance. | X |  |
| High expectations. | X |  |
| Experience in a SENCo role.  |  |  |
| Experience of working with external agencies, e.g. alternative provision. |  | X |
| Experience of using SISRA. |  | X |
| Experience of timetabling. |  | X |
| Experience of working as a trainer for a Research School, Teaching School Hub, or similar. |  | X |
| **Skills / Ability**  |
| Exceptional leadership skills | X |  |
| Self-reflection and the drive to seek learning opportunities to improve own practice and knowledge. | X |  |
| Ability to influence others and inspire them around your vision. | X |  |
| Ability to formulate and implement an effective action plan to effect rapid improvement. | X |  |
| Ability to design and implement a training programme that has impact on the quality of teaching and learning. | X |  |
| Courage to challenge the ‘status quo’ | X |  |
| **Personal Skills**  |
| Ability to relate well to students and adults. | X |  |
| Ability to work constructively as part of a team, understanding academy roles and responsibilities and own position within these. | X |  |
| Ability to prioritise tasks and act on own initiative. | X |  |
| Ability to motivate and encourage students and staff to achieve their full potential. | X |  |
| Ability to influence colleagues. | X |  |
| Motivated and driven by what is best for the students at all times. | X |  |
| Drive to make a difference.  | X |  |

 Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Print name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_