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| **Vice Principal for SENd Pupils**  **Wood End Park Academy** | |
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| **Job Description** | |
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| **Reporting to** | Principal |
| **Grade** | L 8 - 12 |
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| **Job Purpose** | |
| In addition to carrying out the professional duties of a teacher and working in partnership with the Strategic Team you will as Vice Principal, under the overall direction of the Principal, be responsible for:-   * Raising standards of Teaching & Learning * Support the Principal with the overall management and leadership of the school including:- * Formulating the aims and objectives for the school; * Establishing the policies through which they shall be achieved; * Managing staff and resources to that end; * Monitoring progress towards their achievement. * Overseeing a phase * To undertake any professional duties of the Principal reasonably delegated; * Responsible for overseeing and monitoring data and assessment and contributing to data review meetings throughout the year. | |
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| **Key Accountabilities** | |
| The following list is not intended to be exhaustive but indicates the range of duties and the level of responsibility involved.  **Main Duties and Responsibilities**   * To be responsible and accountable for the progress and attainment of all pupils in their academic learning, especially in Reading, Writing and Mathematics; * To be responsible for the care and wellbeing of the children knowing the specific   needs for care and well-being of each of the pupils   * To be responsible and accountable for the standards pupils achieve from their starting points   and therefore utilising models such as the Engagement Model and Pre Key Stage standards  where applicable;   * To be responsible and accountable for the quality of teaching including the mentoring of ECT and the quality of delivery of all programmes outside the classroom; * To be able to identify, drive and secure needed improvements in standards of teaching and learning through high quality continued professional development; * To ensure the effective and efficient running of the department (section of the academy the Vice Principal is responsible for and accountable for) on a day-to-day basis, including behaviour management and safeguarding; * To ensure the learning environment is stimulating, orderly and safe and meets the needs of the learners utilising advice from experts * To be the figurehead and spokesperson for their department at academy, inter-agency and public events; * To line manage and performance manage the Year Team Leaders; * To ensure that all academy policies, including performance management, are implemented; * To liaise with all agencies and to take the lead with the transition of pupils to their next phase; * To ensure the work of the Directors and Subject Managers is harnessed for the benefit of all the pupils in the department where applicable; * To liaise with external agencies and staff from other schools when appropriate; * To ensure, with the Director of Curriculum and Assessment Manager, that assessments are completed appropriately and on time; * To liaise with the parents and carers when necessary working with them to maintain a positive view of the academy and meeting them regularly to keep them updated on their child’s progress; * To account to the senior team, Academy Council, Board of Directors, and external agencies (including Ofsted) for all aspects of provision and performance in their department; * To play an active role within the senior team e.g. contribute ideas that will improve performance, take the lead in implementation of academy policies; * To fulfil corporate responsibilities for the senior team; * To provide peer support and development to fellow Deputy and Vice Principals; * To provide support to the Principal; * To deputise for the Principal and Deputy Principal in their absence; * To manage and to account for any devolved budgets; * To be responsible for his or her own professional development * To carry out any other reasonable duties identified by the Principal and/or Chief Executive and Federation Principal that are commensurate with the seniority of this post.   **General**   * Maintain confidentiality in and outside the workplace; * Support the implementation of academy policies; * Promote the inclusion and acceptance of all pupils; * Be aware of and understand safeguarding protocol and procedures and the importance of taking appropriate action; * Attend and participate in meetings and training opportunities; * Carry out any other reasonable tasks/duties as required by The Trust in accordance with the needs of The Trust.   This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation. | |
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| Confidentiality | | | |
| During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of The Park Federation Academy Trust or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation. | | | |
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| **Data Protection** | | | |
| During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the Data Protection Act 2018. | | | |
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| **Safeguarding** | | | |
| In accordance with the commitment of The Park Federation Academy Trust to follow and adhere to the Department for Education guidance entitled “Keeping Children Safe in Education”, it is the individual’s responsibility to promote and safeguard the welfare of children and young people in the Academy. A satisfactory DBS check is required for this post. | | | |

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| **Person Specification** | | |
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| **Criteria** | **Essential** | **Desirable** |
| **Experience & Qualifications** | 1. Qualified teacher status (or equivalent); 2. Graduate status (or equivalent); 3. Evidence of further study relevant to the post; 4. At least three years’ full teaching and leadership experience that includes leading SENd Provision; 5. To have line managed other staff as part of performance management; 6. To have taught across the Primary phase. | 1. To have the NASENCo accreditation (otherwise this would have to be gained in the 2. first years of post); 3. Experience of being both a Subject/Curriculum Manager and a Year Team Leader. *In other words, the applicant will have curriculum and day-to-day operational leadership experience.* 4. Experience of line managing staff within performance management. |
| **Skills & Knowledge** | * Ensure pupils meet the targets as set out on their EHCPs * Ensure the smooth running of the department on a day-to-day basis by being organised and systematic etc including the smooth running of timetables with the various programmes of work * Be able to identify, drive and secure improvements to raise standards; * Be able to deliver outstanding practice; * Have expectations and systems to use in ensuring the well-being of all pupils; * Know what constitutes good attainment at the end of each age phase, and support the progress of pupils in meeting these and bearing in mind the needs of the pupils; * Be able to work effectively with parents and carers; * Be able to motivate, support and challenge others; * Performance manage staff and hold others accountable; * Have the ability to lead and implement whole-school initiatives; * Fulfil the responsibilities of being a member of the Senior Leadership Team; * Liaise positively and productively with key members of staff and external agencies; * Communicate effectively to a range of audiences, both verbally and in writing; * Manage their own time so paperwork is completed in good time and with good effect; * Model the vision and values of the Federation. | * An understanding of the beliefs and values of different religious groups. * An understanding of current development in Primary education. * To have an up to date knowledge of national priorities to support school improvement planning. |
| **Personal Qualities** | * Warmth and enthusiasm; * Flexibility; * Creativity; * An understanding of, and commitment to, equal opportunities; * Approachability; * Openness and friendliness; * Resilience. * A willingness to attend courses and training which further school development as well as personal goals. * An ability to disseminate information to other staff and share expertise. | * An ability to inspire and motivate children. * To be able to think strategically. * To contribute eagerly to all aspects of school life. |