



St Augustine  
Academy

## Job Description

<b>Job Title:</b>	Vice Principal – fixed term 1 year	
<b>Salary:</b>	Grade:	Leadership scale 18-22
<b>Place of work:</b>	St Augustine Academy	
<b>Reports to:</b>	Job Title:	Principal

### Role context and purpose:

Supported by the Principal:

The Vice Principal will ensure that the Academy is a calm and safe learning environment, with high expectations of both students and staff. They will ensure the continued academic success of all our students. The Vice Principal will demonstrate the necessary drive, resilience, vision and integrity in leading initiatives that result in positive, sustainable and measurable impact, with a focus on organizing catch up tuition, key skills development and enrichment activities. They will be able to take on any role as required and lead the Academy in the absence of the Principal.

### Job Purpose including main duties and responsibilities:

- Provide support in the day-to-day management of the Academy
- Communicate the Academy's vision and support strategic leadership
- Ensure that the Academy's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all students and staff, focused on exemplary behaviour and safeguarding
- Lead line management and pastoral areas, including the mathematics and science departments and one year group.
- Demand ambitious standards for all students, instilling a strong sense of accountability in staff for the impact of their work on student outcomes with a particular focus on mathematics and other agreed line management areas.
- Lead catch up tuition, key skills development and enrichment in the Academy.
- Lead an ethos within which all staff are motivated and supported to extend their skills and knowledge
- Work with the Academy Council (governing body) as appropriate
- Support distributed leadership throughout the school

- Lead by example, holding and articulating clear values and moral purpose, modelling excellent classroom practice and developing positive effective relationships with all stakeholders.
- Identify emerging talents, coaching current and aspiring leaders
- Work with political and financial astuteness, translating policy into the Academy's context
- Seek training and continuing professional development to meet own needs

#### **Additional expectations – all staff are expected to:**

- Contribute to the whole professional life of the Academy with teaching and learning as its core purpose and contribute to the commitment for each student to gain meaningful and enriching experiences;
- Promote the Woodard Christian ethos that embraces all faiths and none;
- Take responsibility for their own professional development and support that of colleagues where appropriate;
- Engage in the Academy appraisal process and support colleagues in achieving their own objectives where appropriate;
- Follow Trust policy and procedures in relation to keeping children safe in education;
- Observe health and safety requirements and play their part in ensuring a safe working environment.

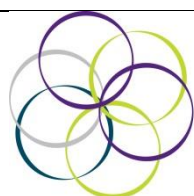
**All staff have an entitlement** to high-quality induction and continuing support and development. All staff will have opportunities to discuss their professional needs, both through performance management and through other professional dialogues.

#### **Safeguarding Statement**

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. Successful applicants will need to undertake an Enhanced DBS check and/or a Barred List check. Management posts will be subject to a Section 128 clearance.

#### **Equal Opportunities**

The Trust is committed to equality of opportunity. We positively welcome applications from all sections of the community.



## Person Specification

### Vice Principal

The successful candidate will be well motivated, able to use his/her initiative and enjoy the level of responsibility involved in this post.

**A = Application    R = Reference    I = Interview or assessment**

<b>A</b>	<b>Qualifications</b>	<b>Essential or Desirable</b>	<b>Assessed via</b>
1	Honours degree and Teaching qualification (QTS)	E	A
<b>B</b>	<b>Experience, knowledge and skills</b>	<b>Essential or Desirable</b>	<b>Assessed via</b>
1	At least 3 year's experience of working at a senior level in an educational setting	E	A/R
3	Effective mathematics teacher who achieves consistently good student outcomes	E	A/R
2	Knowledge of management information and data systems e.g. SIMS/lesson Monitor/4 matrix/Bluewave Swift	E	A/R/I
3	Experience and knowledge of child safeguarding procedures	E	A/R/I
4	Experience in leading/line managing the mathematics department	D	A/R
5	Experience of implementing strategic whole school development plans with interventions that demonstrate impact on student outcomes especially at GCSE, attainment 8 and progress 8 measures	E	A/R/I
6	Successful leader, mentor and coach	E	A/R/I
7	Skilled at assessing quality of teaching and learning	E	I/R
8	Uses data to assess student progress and monitor effectiveness of teaching and interventions	E	I/R
9	Experience of managing a budget and monitoring the effectiveness of resource allocation	E	A/R/I
10	Clear understanding of Ofsted framework, educational, health and safety regulations.	E	A/R/I
11	Experience of implementing effective performance management and staff development	D	I/R
12	Experience of transforming and enhancing teaching and learning in a school setting	D	I/R

<b>D</b>	<b>Motivation</b>	<b>Essential or Desirable</b>	<b>Assessed via</b>
1	Thrives in a challenging role with high expectations.	E	I
2	Is passionate about education and the increased job opportunities a good education can provide.	E	I
3	Committed to the ethos that all students have the right to a safe, caring, and respectful place of learning.	E	I/R
<b>E</b>	<b>Personal qualities</b>	<b>Essential or Desirable</b>	<b>Assessed via</b>
1	Ability to build positive professional relationships with staff, students and their families	E	R
2	Ability to inspire and motivate students and staff to do their best.	E	I/R
2	Ability to cope with the pressures of being a Vice Principal, who is require to model expectations and lead at all times.	E	I/R
4	Actively contributes to the life of the school above and beyond their job description within and outside school hours	E	A/I/R
5	Committed to the safeguarding of students and staff	E	A/I/R
6.	Passionate, tenacious, empathetic and meticulous in order to achieve educational success for students	E	A/I/R