



#### Job Description

JOB TITLE	Vice Principal (Inclusion)
PHASE	Secondary
SALARY GRADE	Leadership Scale (19-23)
REPORTING TO	Headteacher

#### Job Purpose

The Vice Principal (Inclusion), under the direction of the Headteacher, will have strategic overview of behaviour, attitudes, attendance, admissions and SEND (including all key groups).

The Vice Principal will work to develop an inclusive, tolerant and positive culture in the school that underpins good standards of behaviour and attendance throughout the school, leading to the best possible outcomes for all students. They will help develop an ethos of high expectations for staff and students and lead on ensuring student welfare, personal development, attendance and inclusion is a priority for all staff.

#### Duties and Responsibilities

##### The Vice Principal will:

- Have an exemplary and proven track record of leading on aspects of school improvement (particularly in the areas of inclusion, SEND, admissions, attendance and Personal Development)
- Support the Assistant Principal (Conduct and Relationships) to ensure effective systems and routines are in place
- Establish with the Headteacher an ethos and culture of high expectations, inclusion, challenge and support that promotes good behaviour, attendance and welfare throughout the school
- Provide professional leadership and management of inclusion policies and practices across the school
- Work with others and be responsible to the Headteacher for evaluating the school's performance including identifying the priorities for continuous improvement and the raising of standards ensuring equality of opportunity for all
- Report to the Headteacher to demonstrate that inclusion, behaviour and welfare support are impacting on whole school improvement
- Demonstrate the school's vision and values in every day work and practice
- Take ownership of the school's inclusion, behaviour, attendance and admissions policies and ensure staff fully understand and implement the policy consistently.
- Organise staff training in areas of responsibility as appropriate
- Ensure that provision for any student with SEND needs in lessons is appropriate and meets the needs of the individual whilst nurturing independence in their learning
- Work with the Heads of Year, SENCO and all staff responsible for SEND and targeted students to ensure they are given effective support and challenge



- Lead SLT colleagues to ensure students in all key groups are supported appropriately for their need and circumstance
- Ensure the school environment promotes an inclusive, tolerant and positive culture
- Oversee the co-ordination of whole school assemblies and promoting the school's ethos and values
- Promote anti-bullying across the school and ensuring any bullying incidents are dealt with as per the school Anti-Bullying Policy
- Monitor the effectiveness of individuals/teachers in supporting Pupil Premium/SEND/BME/EAL and students with behavioural/emotional needs and intervene appropriately
- Ensure every targeted student is nurtured to become effective, enthusiastic, independent learners, committed to life-long learning.
- Ensure the exclusion process runs smoothly with full consideration of national, local and Trust guidelines, including the preparation for any Governors Disciplinary Committee meetings and the reintegration of students following a fixed term exclusion
- With the Assistant Principal for Conduct and Relationships, monitor the rates, patterns of poor behaviour and reasons for exclusion and ensure where repeat offences occur, effective support strategies are put in place including engagement with local support services

#### Welfare

- Support the Assistant Principal (Vulnerable Students) and SENCO to ensure students needs are met.
- Work with DSL and Student Services to ensure outside agencies are engaged as appropriate to support identified students.
- Ensure any off-site or alternative provision for students is appropriate and meets the relevant standards
- Leading strategies to promote student wellbeing and develop their confidence particularly focussing on mental health
- Oversee the design and delivery of the aspirations (PSHE) curriculum and SRE curriculum for Years 7-11 to ensure we are fully compliant with government policy in these areas
- Oversee the transition process so that new students in Year 7 have the best start to their secondary education starting from 11+ testing and continuing through Year 6 Induction and that any student requiring additional support has been identified, visited in Year 6 and has a support programme in place.
- Working with the Attendance Improvement Manager, responsible for strategies to improve whole school attendance and punctuality
- Supporting the Assistant Principals in leading Heads of Year to construct an effective form time programme and monitoring of form time activities.
- Have the ability to be self-reflective on their attributes, skills and knowledge and acknowledging where professional development is needed
- Have experience of working with senior teams to create a productive learning environment which is engaging and fulfilling for all students and staff reflecting the identity of the academy
- Have strong leadership skills, demonstrated through the development of high performing teams
- Establish with the Headteacher a culture that promotes inclusivity, excellence, quality and high expectations of all staff whilst actively addressing underperformance
- Have a sound knowledge and understanding of both cognitive theory as well as practical strategies to develop and sustain thinking skills and tools



- Contribute to establishing high quality education and interventions for all learners to enable them to achieve their potential
- Demonstrate the school's vision and values in every day work and practice

#### **Day to day management of the school:**

- In conjunction with the rest of the Senior Leadership Team, seek to build a successful school through effective collaborations
- Provide effective organisation and management of inclusion, behaviour and welfare and seek ways of improving organisational structure and functions in line with legal requirements based on rigorous self-evaluation
- Lead on inclusion and welfare through effectively working with the Headteacher and the rest of SLT along with Heads of Year, Student Services and all staff.
- Oversee the day to day management and organisation of the academy with regards to daily routines, parental engagement and communication
- Provide professional leadership and management at a strategic level for the academy including developing and implementing policies and practices establishing a firm foundation from which high standards in all areas of the academy's work are attainable
- Provide effective organisation and management of the academy and, where required, work with the Headteacher to seek ways of improving organisational structures and functions in line with legal requirements based on rigorous self-evaluation
- Help the effective operation of the Governing body by providing data and information as appropriate
- In conjunction with the Headteacher, recruit, retain and deploy staff appropriately and support them in managing their workload to achieve the vision and goals of the academy
- Work with others and be responsible to the Headteacher for evaluating the academy's performance, including working with HODs in identifying the priorities for continuous improvement and the raising of standards, ensuring equality of opportunity for all.
- Report to the Headteacher to demonstrate that resources are efficiently and effectively used to achieve the academy's aims and objectives
- Ensure the academy and the people and resources within it are organised and managed to provide an efficient, effective, inclusive and safe learning environment
- Be accountable to the Headteacher and the Governing Body for providing senior leadership and direction for the academy and ensuring that the academy is managed and organised to meet its aims and targets

#### **Securing Accountability:**

- Ensure that the Academy is constantly 'Ofsted-ready' in terms of ensuring inclusion and student welfare provision ensure positive inspection outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in keeping with professional growth priorities
- Use a range of evidence including national data and own academy performance data to support, monitor, evaluate and improve aspects of school life, including challenging poor performance
- Work closely with the SLT recognising their joint role in leadership and in securing the accountabilities of the academy
- With SLT, ensure every student has access to the highest quality teaching and learning to enable them to achieve



- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals ensuring clear delegation of tasks and devolution of responsibilities
- Regularly reviewing own practice, set personal targets with the Headteacher and take responsibility for own personal development
- Manage own workload and support others to manage an appropriate work/life balance

#### **Strengthening Community:**

- Engage with the Thinking Schools Academy Trust community to secure quality and entitlement of provision for all students, promotion of the Thinking Schools network, maintain and develop with the Headteacher effective links with the community, local primary and secondary schools and other partners
- Promote the internal and external high expectations, perceptions and standards of the academy to the wider community
- Work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all students and the wider community
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

#### **Teaching and Learning**

- With the SENCo, set high expectations of SEND and identified students, and ensure teachers set targets that accelerate progress and appropriately stretch and challenge their learners
- Work collaboratively to ensure excellent teaching and learning is in place throughout the school
- Be an excellent classroom practitioner
- Teach as required to support children's access to an appropriate curriculum. To deliver lessons and small group tuition for pupils identified as requiring extra provision.

#### **Leadership and management**

- Work with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Contribute to the school development plan and whole-school policy
- Lead professional growth programme for areas of responsibility
- Actively promote equality of opportunity by working as part of SLT in ensuring the school's curriculum provides the best possible education for all its pupils, considering ethnicity, gender, SEND, EAL, and emotional needs that may affect learning
- Participate in recruitment and selection, as agreed with the Headteacher
- Carry out leadership and management tasks in accordance with school policy and practice
- Drive the Be Your Best Self (BYBS) agenda



- Contribute to whole-school curriculum to ensure stretch and challenge as well as accessibility and the right to a broad and balanced curriculum
- Support with the induction of new staff
- With Assistant Principal Vulnerable students and SENCO, regular review of all SEND strategies, policies and operations for impact and review and update as required to secure progress

#### **Other responsibilities**

- To attend meetings and to lead such meetings as required
- To attend school events as directed by Headteacher
- To lead whole-school assemblies and to support other staff with assemblies
- To prepare and present reports, as required by the Headteacher, to governors, parents and other relevant outside agencies
- Line Management of staff as directed
- Liaise with HODs, HOYs and other relevant staff to address underachievement of key groups

The VP (Inclusion) will undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the CEO, Director of Education, Headteacher and Governors, including deputising for other members of the school leadership team in their absence.

As the role is paid on the Leadership range, the VP will be required to carry out duties outside of 1265 hours as appropriate.

The VP (Inclusion) will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

#### **Generic Duties relevant to all members of Staff**

##### **Working with colleagues and other relevant professionals**

- Communicate effectively with other staff members, customer and service users
- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust
- Develop effective professional relationships with colleagues

##### **Professional development**

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with their line manager and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the Trust
- Take part in the Trusts appraisal and performance management procedures

##### **Personal and professional conduct**



- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the Trust, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the Trust community
- Respect individual differences and cultural diversity

### **The Trust**

- The ethos of our Trust is “Transforming Life Chances”. All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims. All staff should act with professional integrity at all times, following the “Code of Conduct”.
- You will be asked to work across site within the Trust and you should expect to travel between sites as required.

### **Teaching and Learning**

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

### **Customer Service**

- At TSAT customer service is paramount to our way of work; All staff will be required to mirror our philosophy and take pride in offering a fantastic customer experience to all stakeholders modelled on our four Customer First Values - Trusted, Solution Focused, Approachable & Timely

### **ICT**

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow the procedures as laid out in the Trust’s Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.



### Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

### Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.

### Data Protection

- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of Vice Principal (Inclusion).

Name:

Signed:

Date:

Note:



In the context of this Job Description, pupils with special educational needs are deemed to include:

- \* Pupils on the School's Special Educational Needs Register;
- \* Pupils identified as being higher prior attaining, with additional needs;
- \* Pupils with identified specific learning difficulties;
- \* Pupils with identified behavioural problems;
- \* Children in Care, those who were previously in care and those subject to Child Protection procedures;
- \* Pupils eligible for free school meals; deemed to be Pupil Premium or equivalent;
- \* Pupils belonging to ethnic minorities;
- \* Pupils with English as an additional language (EAL);
- \* Pupils of Romany, Gypsy or Traveller families;
- \* Pupils who the Headteacher considers have previously received, for any reason, an inadequate or compromised education.





<u>Person Specification</u>	
<u>Qualifications</u>	Qualified Teacher Status with prior Safeguarding/Inclusion qualification/accreditation  Middle or Senior Leadership qualification
<u>Skills</u>	<ul style="list-style-type: none"><li>• A strong commitment to raising educational attainment for children and young people with SEN, including working with pupils directly and supporting other staff to do so</li><li>• ability to develop specialist knowledge and keep up to date with local and national policy and developments</li><li>• Influencing and negotiation skills - to influence school strategy and policy, secure sufficient internal resources, and secure the necessary support from external agencies</li><li>• Leadership skills - to inspire and motivate other teachers, model good practice, and develop a whole-school commitment to supporting pupils with SEN</li><li>• Interpersonal skills - for building relationships with parents, teachers, and external professionals</li><li>• Written communication skills - for writing learning and support plans, reports on pupil progress, and training and guidance for staff</li><li>• Organisation and time-management skills - needed for prioritising and balancing a busy and varied workload</li><li>• Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils and parents</li><li>• Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions.</li></ul>
<u>Knowledge and Experience</u>	<ul style="list-style-type: none"><li>• Evidence of relevant continuing and recent professional development</li><li>• Experience of managing and leading on attendance, inclusion, SEND provision or leading whole school strategy for key groups of students is essential</li><li>• Recent successful experience as a teacher and manager, HOD, HOY or ELT member</li><li>• The ability to provide a model of best practices, through teaching in own or other classrooms</li><li>• Proven outstanding teaching across more than one key stage</li><li>• A proven track record of raising attainment in any key stage</li><li>• An excellent understanding of current theory and best practice in teaching and learning, particularly relating to SEND</li><li>• An excellent understanding of effective leadership in relation to raising pupils' attainment</li><li>• Possession of good analytical skills, ability to synthesise complex information, summarise, draw appropriate conclusions and make decisions</li><li>• Good understanding of how opportunities can be made to enrich and enhance the curriculum to address the needs of all pupils</li><li>• Knowledge of equality of opportunity issues and how they can be addressed in schools</li></ul>



- Leadership qualities, including energy, resilience and the ability to enthuse and motivate others
- Good understanding of effective strategies for gaining and maintaining high standards of discipline at whole-school level, in accordance with the school's policy
- The ability to develop and maintain effective relationships with all members of the school community and outside agencies
- Understand the role of parents and the community in school improvement and how this can be promoted and developed
- Experience of developing and leading staff development programmes for teachers and other staff
- Ability to work effectively under pressure, to prioritise appropriately and to meet deadlines
- Knowledge and understanding of statutory requirements, relevant legislation and government strategies
- Up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people and demonstrate an understanding of safeguarding issues and the ability to follow procedures
- Approachability, accessibility and flexibility, good personal presence
- Experience of initiating and implementing strategies to improve parental involvement in their children's learning