

## **Job Description**

**Job Title:** Vice Principal

**Location:** St James the Great Academy

**Hours of work:** Full Time

**Reports to:** Principal

## **Purpose of the Role:**

This role is accountable overall to the Principal through Performance Management and line management structures for ensuring the educational success of the Academy within the overall framework of the Group's Corporate Plan, the Academy Improvement Plan, relevant legislation, best practice and available resources.

## **Responsibilities:**

The key responsibilities of this post include:

### **A. Strategic direction and development**

- Work with the Principal to develop and communicate a shared educational vision that expresses the core values of the Group, is responsive to the needs of the pupils, local community, and motivates and inspires others.
- Use initiative to support the teaching team in raising the aspirations of pupils, their families and all staff to foster the self-belief that all pupils who attend the Academy can achieve at the highest level.
- Promote and drive forward the strategic approach of the Principal that focuses on pace and accelerated progress to bring about rapid and sustainable improvement.
- Support the Principal in turning the vision into agreed objectives and operational plans, and uphold appropriate mechanisms for regular monitoring and review.

### **B. Curriculum**

- Design, develop and regularly review the vision, aims and purpose for the curriculum
- Maintain the curriculum over time, amending it as required
- Liaise with other teachers and senior leaders in the process of developing and implementing the curriculum
- Make sure that the curriculum:
  - Is well planned, sequenced and relevant
  - Meets the needs of all pupils
  - Reflects the requirements of the National Curriculum
  - Is implemented effectively and consistently across the school
- Establish and manage an appropriate system for assessing progress to ensure the curriculum has a positive impact on pupils' learning
- Have an overarching responsibility for pupils' achievement and standards in the curriculum
- Keep up to date with national and international developments that may affect the curriculum
- Contribute to the school's self-evaluation on the effectiveness of the curriculum, its intent, implementation and impact

### **C. Assessment**

- Ensure teaching teams are aware of the annual assessment cycle and deadlines.
- Analyse data captured and present headlines to SLT and wider leadership team as necessary.
- Proactively engage in ongoing CPD to ensure that knowledge and expertise are up to date.
- Lead the whole school, purposeful and targeted CPD that identifies and meets the needs of all staff.
- Ensure half - termly PPR meetings are purposeful and enable pupil gaps to be identified and plugged.

#### **D. Leading teaching and learning**

- Model consistently high standards of teaching and learning within class - based role.
- Proactively promote excellence in teaching and learning, ensuring a continuous and consistent academy-wide focus on pupils' achievement, progress and development (moral, spiritual, physical and social, as well as academic).
- Ensure that a high quality educational experience is available for all children and young people who attend the Academy.
- Use initiative and work with the wider leadership team to support teaching teams to personalise learning and improve teaching within the Academy.
- Work with the Principal to implement strategies to ensure continuity of learning at all main points of transfer, for example when pupils progress between primary key stages and from the primary to secondary phase.
- Ensure that assessment for learning is embedded in all teaching so that pupils fully understand what they need to do to make the best possible progress.
- Work with the Principal and support / coach other leaders to monitor, evaluate and review classroom practice and celebrate and promote excellence.
- Provide and support the staff in providing a range of extra-curricular activities which will enhance the reputation of the Academy and the Group in regards to providing a broad and well-rounded education.
- Proactively create a stimulating climate which will encourage all pupils to fulfil their potential, in the widest sense, and maintain a lifelong enthusiasm for learning and personal development.

#### **E. Leadership of self and others**

- Provide dynamic and consistent leadership for the Academy and its staff, ensuring the successful delivery of the vision, ethos, aims and objectives of the Academy.
- Model high standards and expectations for personal, pupil, and staff behaviours and actions in support of the achievement of the Academy's intended outcomes.
- Support the Principal in implementing a performance management framework for teaching and support staff for the delivery of agreed outcomes and of high quality services through high quality people performance.
- Regularly review own practice and take responsibility for own continuous professional development.
- Encourage all staff to be similarly active in their personal and continuous professional development.
- Model an ethos that ensures regular involvement of all staff in Academy developments and encourages collaboration, innovation and individual and team creativity.

#### **F. Academy ethos and community**

- Engage with parents across the school regularly to ensure open communication channels and parental involvement and engagement.
- Model collaborative ways of working with staff, including the wider community and other Group academies.
- Through areas of responsibility, develop positive solutions to achieving the British values of diversity, dignity and equality in all aspects of service delivery and engagement with the Academy community.
- Proactively model and foster a culture where all members of the Academy community respect others and their physical surroundings.

- Provide appropriate systems of pastoral care to support the personal development of all pupils and create a caring climate in which self-confidence, self-respect and social responsibility are encouraged.
- Support the Principal to develop an outward perspective amongst teaching staff and proactively model a desire to contribute to the wider life of the Academy.
- Model consistently high attendance and punctuality.

### **G. Management of the organisation**

- Ensure effective day - to - day operational management of the Academy, including cover for staff absence.
- Support the Principal to work to and achieve targets for achievement of the Academy.
- Where appropriate, support the Principal to recruit, deploy, develop and motivate a committed, effective and diverse education workforce whose members have a clear understanding of the vision of the Academy and of their personal role in enabling and promoting high quality learning.
- Act in accordance with Group policies, procedures and legislation affecting the conduct of the Academy.
- Contribute to the monitoring and evaluation of pupil and organisational progress to ensure that objectives (AIP and subject leader action plans) are being achieved.
- Deputise for the Principal in her/ his absence.

### **H. Supporting the work of the Group**

- Proactively develop strong, positive relationships with Group colleagues; contribute to collaborative work across Group Academies; and support other staff in participating in Group work and projects.
- Participate in Group and sector-wide activities in order to share best practice, contribute to the development of Group strategies and policies and promote the Academy and the Group in a national context.
- Undertake any other reasonable duties deemed appropriate to the role of the Assistant Vice Principal.

### **I. Specific Responsibilities**

- To report to the Principal as appropriate.
- To report to the Principal on Academy performance and the implementation of further strategies or initiatives to further enhance and develop performance.
- To work proactively and collaboratively to ensure that standards of teaching and learning across the Academy consistently meet or exceed expectations.
- To line manage teachers to ensure effective teaching and learning for all pupils.
- To line manage subject leaders to ensure effective curriculum offer for all pupils.
- To maintain the highest standards of teaching and learning in class- based role.

### **Our values:**

The post holder will be expected to operate in line with our values which are:

- Be unusually brave
- Discover what's possible
- Push the limits
- Be big hearted

### **Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Teachers' Pay and Conditions.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. There may be occasions when it will be necessary to cover other Administrative roles within the academy or to work with the administrative team when there are peaks and pressing issues.
6. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
7. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

### **Safeguarding**

Academies Enterprise Trust and all of our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We adopt a robust, fair and consistent recruitment process which is inline with Keeping Children Safe in Education guidance. This includes online checks for shortlisted candidates. All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check.

### **Equality, Equity, Diversity and Inclusion**

At AET, we want all of our employees to feel included bringing their passion, creativity and individuality to work. We value all cultures, backgrounds and experiences, and we truly believe that diversity drives innovation. Join our family and help us inspire every child to choose a remarkable life.



**Job Title: Vice Principal**

General heading	Detail	Essential requirements:	Desirable requirements:
<b>Qualifications &amp; Experience</b>	Specific qualifications	<ul style="list-style-type: none"> <li>• Right to work in the UK</li> </ul>	
	Qualifications required for the role	<ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• First degree or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of additional further educational or professional qualifications or development</li> </ul>
	Specific Knowledge/ Experience	<ul style="list-style-type: none"> <li>• At least 6 years successful teaching experience</li> <li>• At least two years SLT experience</li> <li>• Experience of teaching in more than one key stage</li> <li>• Substantial knowledge and understanding of learning and teaching across the primary range</li> <li>• Leadership experience in the primary age.</li> <li>• Knowledge and understanding of data analysis and the ability to use data to set targets for improvement</li> <li>• Confident in whole school self-Evaluation</li> <li>• Up to date knowledge &amp; understanding of the</li> <li>• current national education agenda</li> <li>• Understanding of how children &amp; adults learn</li> <li>• and effectively apply their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with and</li> <li>• involving school Governors</li> <li>• Experience of working with and</li> <li>• developing links with the community</li> </ul>
<b>Behaviours</b>	Skills/Abilities	<p><i>Leadership Skills:</i> Evidence of highly effective teaching in more than one year group The ability to:</p> <ul style="list-style-type: none"> <li>• Lead curriculum development</li> <li>• Lead and manage people to work both individually and in teams</li> <li>• Delegate and monitor effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of successful school improvement planning and delivery</li> <li>• Experience of being an appraisal leader</li> </ul>



		<ul style="list-style-type: none"> <li>• Aid the Principal to initiate and manage change</li> <li>• Motivate and inspire by setting and following high standards</li> <li>• Seek advice and support when necessary</li> <li>• Deal sensitively with people and resolve conflicts.</li> <li>• Aware of current primary educational initiatives and issues.</li> </ul> <p><i>Decision-making skills</i></p> <ul style="list-style-type: none"> <li>• Ability to investigate, resolve problems and make decisions</li> <li>• Ability to collect and weigh evidence, make judgements and take decisions in line with good educational practice</li> <li>• Ability to think creatively and imaginatively to solve problems and identify opportunities</li> </ul> <p><i>Ability to plan time and organise work effectively</i></p> <ul style="list-style-type: none"> <li>• This will include an ability to:</li> <li>• Prioritise and manage time</li> <li>• Work under pressure and meet deadlines</li> <li>• Be self-motivating and set personal goals</li> </ul>	
	Qualities	<ul style="list-style-type: none"> <li>• Ability to communicate clearly and take into account, where appropriate, the views of others</li> <li>• Effectively communicate orally and in writing to a range of audiences</li> <li>• Negotiate and consult</li> <li>• Capacity to influence others</li> <li>• An ability &amp; commitment to develop and maintain</li> </ul>	



		<p>the ethos of the academy in partnership with the head</p> <ul style="list-style-type: none"> <li>• Ability to support and help develop a vision for high quality education which promotes spiritual, moral and cultural development</li> <li>• Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child's education</li> <li>• Adaptability to changing circumstances &amp; ideas</li> <li>• Energy and enthusiasm</li> <li>• Reliability and integrity</li> </ul>	
	Philosophy of Education	<ul style="list-style-type: none"> <li>• A clear commitment to inclusion.</li> <li>• A determination to 'personalise' learning to meet the needs of <u>all</u> pupils.</li> <li>• A child centred approach.</li> </ul>	
	DBS (CRB)	<ul style="list-style-type: none"> <li>• This post is subject to receipt of a Disclosure and Barring Service Certificate</li> </ul>	
	Special requirements	<ul style="list-style-type: none"> <li>• Successful candidate will be subject to an enhanced Disclosure and Barring Service Check</li> <li>• Right to work in the UK</li> <li>• Show a commitment to promoting the welfare and safeguarding of children and young people</li> <li>• Show a commitment to providing a fair, equitable and mutually supportive learning and working environment for our children &amp; young people and staff</li> </ul>	