Goldwyn Vice Principal & Strategic Head of Centre

****

**Name:**  **Date:**

**School: Goldwyn School**

**Salary Scale:**

**Responsible to: Principal**

**Hours of work:** Outlined in the Teachers' Pay and Conditions Document.
This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis, as part of staff Performance Management, to clarify individual responsibilities within the school.

**Accountabilities:** To be met in accordance with the provisions of the School Teachers’ Pay and conditions document and within the range of teachers’ duties set out in that document and the professional standards for teachers.

**Overall Responsibilities**:

* To provide high quality Leadership and Management commensurate with the ethos of Goldwyn School.
* To be the school’s lead on Safeguarding
* To be accountable for supporting the Principal to develop and ensure the quality of the ‘whole’ education of our students, the internal organisation, operational management and management of staff.
* To create a culture of constant improvement within a collaborative professional learning environment and be an inspirational leader, committed to the highest achievement for all in every area of the school’s work
* To be responsible for the strategic leadership of the Goldwyn Ashford Centre and work with the Centre Manager on the day-to-day running of the centre.
* Together with the other Vice Principal, to deputise for the Principal in her absence.

**Core Responsibilities:**

* To work with the Goldwyn Ashford Centre Manager on the day-to-day running of the centre.
* To continue to build on the strong creative, innovative and strong pastoral ethos of the school and its centres.
* To value each child’s learning experience and actively promote inclusion.
* To drive and inspire a passion for learning in every member of the school community.
* To bring a wide range of personal skills and creative solutions to all relationships – with students, staff, parents, governors and the wider community.
* To work within the Senior Leadership team: Principal, other Vice Principal, Head of Teaching and Learning and SENCO / Head of Sixth Form in the strategic leadership, management and development of the school
* Be a role model to all stakeholders and respond to situations in a prompt and considered way that promotes Goldwyn School at all times.
* To maintain an achievement culture that promotes excellence, equality and diversity and high expectations of students and staff.
* To evaluate performance to identify and implement priorities for continuous improvement and to raise standards.
* To ensure and develop effective leadership and management to secure success for all.
* To contribute and lead on aspects of the School Development Plan
* To provide direction and robust challenge and support for Centre and senior managers.

Working with the Principal and Leadership Team to provide leadership for Goldwyn School, which secures its success and continuous improvement, ensures high quality education for all its students and the highest standards of learning and achievement in accordance with statutory requirements.

**Specific Vice Principal responsibilities**

* Assist the Principal to formulate aims and objectives and whole school policies for their implementation, taking account of the wider role of the school. Contribute to the School Development Plan in line with the school's aims and objectives
* Have overall leadership responsibility for Student Behaviour and Attitudes
* Provide strategic leadership and operational management to promote a culture for learning and student safety throughout the school
* Provide well-informed advice regarding national developments (Behaviour & Safety) to the Principal and SLT
* Promote, establish, monitor and report on Quality Assurance for Behaviour & Safety to ensure high expectations are set and met and best practice observed and implemented
* Lead strategies to improve attitudes to and behaviours for learning
* To provide strategic leadership of the school’s safeguarding and Prevent duty.
* To be the strategic lead for ensuring a coordinated and inclusive approach for communication and liaison with parents and outside agencies.
* To provide actual and strategic support in managing complex interactions with stakeholders.
* To represent the school in wider educational forums within Kent (e.g. KSENT)
* Continue to strive for excellence in inclusive practices, through participation in external accreditation (e.g IQM, LPPA)
* To work within the school’s complaints procedure to manage complaints from parents and other sources.
* To support Centre Managers with staff, student and parent meetings, including conduct and investigations.
* Senior management lead for Health and Safety, liaising with Health and Safety Manager, including monitoring and “signing off” the school’s external visits forms.

.

**Signed:** ….................................................... (Vice Principal) Date…………………………..

**Signed:** ….................................................… Principal Date…………………………..

Person Specification

|  |  |  |
| --- | --- | --- |
| Highly motivated and enthusiastic | E |  |
|  |  |  |
| A demonstrable understanding of disadvantage, complex needs and inclusion | E |  |
| Experienced senior leader  | E |  |
| Experience of working with Secondary age students and curriculum | E |  |
| High expectations of staff | E |  |
| Experience of using performance management systems and coaching models effectively | E |  |
| Proven ability to successfully lead and innovate  | E |  |
| Experience of working with SEMH and ASC students | E |  |
| Experience of working within a specialist SEMH/ASC setting | D |  |
| Commitment to continuously improving all aspects of school performance | E |  |
| Good sense of humour  | E |  |
| Experience of leading staff and generating a positive team ethos | E |  |
| High level of ICT skills and software including MIS. | E |  |
| Excellent organisational skills  | E |  |
| Proven ability to meet deadlines and work under pressure | E |  |
| Ability to problem solve whilst modelling calm confidence and a sense of proportion | E |  |
| An eye for detail and quality assurance | E |  |
| Excellent interpersonal skills, including written, oral and presentation | E |  |
| Confidence working with staff, senior leaders, outside agencies, the local authority and the school inspection process  | E |  |
| Compassionate, empathic and considerate | E |  |
| Solution focussed and self-reflective | E |  |
| Experience of introducing new initiatives and managing change effectively | E |  |
| Experience of working with KS5 students and curriculum | D |  |
| A proven history as an outstanding teacher | E |  |
| Evidence of substantial and sustained record of school improvement | E |  |

Goldwyn is an outstanding secondary SEMH special school,that offers a unique curriculum pathway offer over 4 separate sites, each managed by its own Centre Manager and highly skilled team of professionals.

The Senior Leadership Group consists of the Principal, 2 Vice Principals, Head of Teaching & Learning and Head of Sixth Form / SENCO who strategically manage the whole school, ensuring quality of education is consistently high across all sites and that exemplary practice and the Goldwyn ethos is intrinsically embedded in each centre.

Goldwyn manages the Ashford District STLS which offers exemplary outstanding practice.

Goldwyn is currently commissioned for 185 students at KS 3,4&5.

Students access a broad, balanced and relevant curriculum through a wide curriculum offer that includes stepped qualifications leading GSCE and Level 2 qualifications by the end of KS4. Student’s transitional outcomes are excellent with the vast majority of students transitioning into local mainstream colleges or 6th forms. The Sixth Form caters for students who either wish to follow a vocational pathway or for students who are not ready at 16 to seek a place in a large mainstream college and wish to follow our combined studies pathway. The Sixth Form can be a 1 or 2 year programme, depending on individual need.

Quality Curriculum delivery is ensured through a strong cross-centre departmental approach, with the Head of T&L leading a Teaching and Learning team of senior staff who work with teachers in their own centres.

Goldwyn has a successful record of teacher training and coaching and mentoring of staff at all stages of their career and this is fundamentally a part of Goldwyn’s approach to maintaining teaching excellence.

Maintaining high academic and social expectations, whilst recognising and supporting the complex challenges our learners experience is a whole school focus. Pastoral, inclusion and teaching staff work closely together to enable students to achieve the best they can. The successful candidate will need to be able to demonstrate a deep understanding of how, through educational opportunity, delivered appropriately, students are enabled to succeed.