

Vice Principal – National Online School

Reporting to:	Principal – National Online School
Responsible for:	Online Teachers
Location:	Wimbledon based, with flexible remote working
Contract:	Permanent, Full time

Job purpose

As a Vice Principal, you will support the Principal and other SLT members to provide high quality leadership and management in line with the needs of the National Online School and ensure the academy runs at the most effective level possible.

You will be responsible for ensuring delivery of high quality, specialist therapeutic education to support neurodiverse children and young people aged 9 to 25 years through an online delivery provision.

You will hold accountability and full strategic oversight for one strand of the all-through school (Pastoral / Academic / Post-16 & Additional Years).

Main duties and responsibilities

Specific responsibilities to be determined on the successful candidate's strengths based within one of the main leadership strands (Pastoral / Academic / Post-16 & Additional Years).

Strategic Leadership, Growth & School Development School

Work in partnership with the Principal to lead school improvement, informed by rigorous self-evaluation and evidence-based decision-making.

Take strategic ownership of a defined leadership strand, ensuring provision can grow sustainably in response to increasing pupil numbers, complexity of need and organisational development.

Contribute to the ongoing development of systems, policies and structures that support a growing and evolving school model.

Lead change effectively, anticipating future needs and balancing innovation with operational stability.

Deputise for the Principal as required and contribute to strategic and operational leadership across the whole school.

Resource Planning and Management

Hold responsibility for planning, deploying and adapting resources within the assigned area of responsibility to support growth and effectiveness.

Allocate staffing, timetabling and curriculum resources to meet pupil needs and ensure high-quality provision within a virtual environment.

Review and adjust resource deployment in response to changing cohorts, engagement levels and identified priorities.

Work with the Principal and wider leadership team to ensure resources are used efficiently, creatively and in line with improvement priorities.

Contribute to budget-aware decision-making and long-term capacity planning.

Line manage teaching and/or support staff, including remote-based colleagues, ensuring clarity of expectations, accountability and support.

Lead and support teams through periods of growth and change, maintaining staff wellbeing, morale and professional standards.

Oversee induction and ongoing development of staff to ensure consistency of practice as the school expands.

Lead performance management processes within the assigned area, including target-setting, review and professional development planning.

Address underperformance promptly and constructively through clear action planning and support.

Lead quality assurance within the allocated leadership strand, maintaining consistency and high standards during growth.

Monitor and evaluate provision to ensure readiness for internal and external scrutiny.

Use insight, data and feedback to drive improvement and inform strategic planning.

Foster a culture of reflection, accountability and continuous professional learning.

Partnerships

Promote and embed a therapy-informed, SEND-focused approach across the school.

Work collaboratively with multi-disciplinary teams, including therapy, SEND and clinical professionals, to ensure joined-up provision.

Ensure educational provision aligns with therapeutic and support plans, particularly as pupil numbers and needs grow.

Support staff in implementing personalised strategies, reasonable adjustments and adaptive resources within a virtual environment.

Champion equality, diversity and inclusion in all aspects of school life.

Ensure compliance with safeguarding, health and safety, data protection and confidentiality requirements.

Undertake other reasonable duties appropriate to a senior leadership role within a growing organisation.

Build strong relationships with parents/carers, local authorities, commissioners and partner agencies.

Ensure effective communication systems remain robust and responsive as the school expands.

Promote and respond to pupil and parent voice as part of ongoing development.

Staff Training and Development

Work collaboratively with relevant colleagues to support the recruitment, induction and onboarding of new staff, ensuring effective integration as the school grows.

Lead and contribute to the design and delivery of high-quality professional development, using scalable and sustainable models to build staff capacity.

Support the Principal in implementing and embedding performance management systems that promote high standards and professional growth.

Contribute to regular supervision and professional dialogue with staff, ensuring clarity of expectations, support and accountability.

Drive a culture of accountability, continuous improvement and high professional standards, informed by agreed indicators of impact and performance.

Support the Principal in addressing underperformance through timely intervention, structured action planning and developmental support.

Monitor and evaluate staff performance against agreed standards, using evidence to plan targeted development for individuals and teams.

Ensure staff have access to appropriate advice, coaching, training and support aligned to their roles, responsibilities and professional needs.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all NOS policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, NOS Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and Qualifications

Educated to degree level.

Qualified Teacher Status or equivalent (QTS/QTLS), with relevant experience.

Relevant NPQ qualification (D)

Knowledge and Experience

An understanding and experience of teaching practices and strategies to support pupils with SEND.

Experience of teaching SEND pupils in an independent or mainstream school or PRU (D).

An understanding of relevant legislation relating to specialist education provision.

Knowledge of SEN within mainstream schools and/or within a special school.

Substantial experience of managing and motivating teaching staff.

High level of expertise in the use of IT solutions for education.

Experience working in a virtual environment (D).

Skills and ability

Ability to assess and set bespoke education programmes for young people with SEND.

Accuracy and attention to detail due to the confidential and sensitive nature of the information being processed.

Excellent written and verbal communication and research skills in order to write reports and communicate with stakeholders in a clear, meaningful and effective way.

Effective interpersonal, listening and influencing skills, particularly with parents/carers.

Ability to manage teaching staff working remotely – on virtual teaching programmes and face to face with pupils in their own homes.

Strong interpersonal and decision-making skills with the ability to show initiative to resolve parent/carer and LA issues in relation to educational programmes.

Excellent time-management skills in order to make appropriate decisions based on evidence and risk assessment and to deliver within timescales.

Solutions focussed and clear about areas for improvement in relation to own work as well as the team and organisation.

Ability to work effectively as part of a team with a flexible 'can do' approach.

Other

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to NOS values.

D = Desirable

May 2026