



# Queen Katharine Academy



## Queen Katharine Academy

Application Information Pack

## Vice Principal – Character



## Principal's Welcome



Dear Applicant,

Thank you for your interest in joining Queen Katharine Academy (QKA). I am delighted to introduce myself as the new Principal and to welcome you to a school celebrated for its vibrant and diverse community.

At QKA, both students and staff thrive in an inclusive and supportive environment, making our academy a truly exceptional place to work and learn.

Our commitment to academic excellence, character development, and a positive school culture is at the heart of everything we do. Guided by our core values – **Respect, Ambition, and Responsibility** – we aim to foster a collaborative and aspirational workplace where every colleague is valued and empowered to reach their full potential. Whether you are starting your career or bring a wealth of experience, you will find a culture that supports professional growth, innovation, and a shared dedication to continuous improvement.

Queen Katharine Academy is proud to be part of Thomas Deacon Education Trust (TDET), a forward-thinking network of academies dedicated to collaboration and educational excellence. As a member of TDET, our staff benefit from shared expertise, resources, and opportunities for professional development within a supportive and progressive network.

With over 20 years of experience in education, including senior leadership roles across a variety of schools, I know how vital a nurturing and ambitious staff culture is for student and school success. At QKA, I am dedicated to building on our strong foundations and working closely with colleagues to create an environment where staff are valued, supported, and empowered—so that together, we can ensure every student is supported, challenged, and inspired.

We are proud of the progress our academy community continues to make and excited about the opportunities ahead. If you are seeking a rewarding, dynamic, and supportive environment where you can grow your career and make a real difference, I encourage you to apply to join our dedicated team.

Thank you for considering Queen Katharine Academy as the next step in your professional journey.

Yours sincerely,

Mr. M. Taylor | Principal



## Job Description

<b>Job Title</b>	Vice Principal - Character
<b>Reports to</b>	Principal
<b>Salary/Grade</b>	L18 – L22
<b>Date Last Evaluated</b>	November 2024
<b>Core Purpose</b>	<p>To be responsible for Character within the Academy. To continue to develop and further implement a rich and successful academy culture that has clear expectations, and high standards, for learners' character and attitudes towards their learning and their conduct.</p> <p>The QKA Vice Principal for Character will be responsible for providing professional leadership for key aspects of education that help to secure success and whole-Academy improvement. They will be responsible for ensuring high quality provision and promoting the highest standards of behaviours for learning and achievement for all. Where required, the Vice Principal will deputise for the Principal.</p> <p>The QKA Vice Principal must be able to demonstrate the following:</p> <ol style="list-style-type: none"><li>1. The ability to build relationships with people through effective communication:<ul style="list-style-type: none"><li>• Writing clearly, speaking with clarity, and using active listening.</li><li>• Inspiring, motivating, enthusing and empowering both staff and pupils and encouraging enthusiastic and positive attitudes in others.</li><li>• Influencing by aligning the efforts of others and building commitment from people at all levels.</li></ul></li><li>2. The ability to build trust to support and encourage others to develop their knowledge, skills, and character:<ul style="list-style-type: none"><li>• Recognising that trust and respect is required between team members to ensure an effective workplace.</li><li>• Gaining trust and respect between key stakeholders to maximise education &amp; business opportunities.</li></ul></li><li>3. The ability to drive and achieve desired objectives and outcomes.<ul style="list-style-type: none"><li>• Using available resources and opportunities to strive for improvement.</li><li>• Implementing realistic academy, department, and individual objectives to strive for excellence.</li><li>• Devolving decision-making responsibilities to enable agile responses.</li><li>• Reflecting and reviewing, always measuring and considering impact</li></ul></li></ol>



4. Being values driven:
  - Always embodying the TDET Values of Trust, Diversity, Excellence and Transformation
  - Fostering a culture of respect, fairness, openness, high expectations and self-discipline.
  - Advocating the principles of equality and inclusion, promoting integrity, compassion and tolerance.
  - Engaging in your own development as a leader through the TDET Leadership Framework and its core elements of Character, Knowledge and Actions.
5. High levels of self-awareness:
  - Understanding their own strengths and weaknesses.
  - Seeking appropriate support when needed.

## Key Responsibilities

### Character

- To create a positive and supportive environment for all pupils without exception.
- To secure high quality delivery of an education that teaches our learners how to learn and how to behave to meet our highest standards, so that they are motivated and willing to learn and succeed.
- To develop systems to measure pupil outcomes with regard to character and to measure the ways they are responsible, respectful and active citizens, who are well prepared for future success in their next steps.
- To lead and implement a Character curriculum across the Academy
- To lead Pastoral Intervention and Support Strategies across the Academy.
- To ensure that pupils have positive attitudes and show commitment to their education, and where they are highly motivated and resilient when it comes to difficulties.
- To develop and maintain an environment that promotes and secures excellent character, where expectations are consistently high, and where pupils show respect and play a positive role in creating a positive school environment.
- To lead the strategy to improve the attendance of all learners and to work in partnership internally and externally.
- Develop effective partnerships with parents and the wider community to support and improve students' engagement with school, their achievement and their personal development and to develop Parental Engagement in all aspects of the Academy's work.



- To lead and develop the Academy's vision for all students to be ready and able to succeed.
- To create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated, and where staff deal with issues quickly and effectively.

### **Strategic direction and development**

- Provide inspiring and purposeful leadership for all aspects of educational provision at Queen Katharine Academy.
- Work as part of the Academy Senior Leadership Team, and in partnership with staff, students, and parents, in embedding Character and Learner Attitudes, which will underpin the Academy's values and core purpose.
- Implement, monitor and evaluate the impact of our strategic priorities and the 'live' implementation plans that exist, always with a view to raising achievement, outcomes and standards across the Academy.
- Monitor and evaluate the performance of QKA and of those teams within personal areas of line management, responding and reporting to the Academy Senior Leadership Team, Academy Committee and TDET as required.
- Ensure that management, finances, organisation and administration support QKA's vision and objectives.
- Ensure that policies and practices support the Academy's vision, values, ethos and policies, taking into account local and national requirements.
- Monitor, evaluate and review the impact of policies, priorities and whole-Academy objectives, and take action if necessary.
- Ensure that all staff within personal areas of responsibility are involved in meeting long, medium and short term objectives which secure the educational success of the Academy.
- Assume responsibility for areas of whole-Academy leadership, as part of the membership of the Academy Senior Leadership Team, as requested by the Principal.

### **Leading and managing others**

- Plan, allocate, support and evaluate work undertaken within areas under personal responsibility, ensuring clear delegation and distribution of accountability, responsibilities and tasks in a manner consistent with conditions of employment.
- Implement and sustain effective systems for the management of staff performance, incorporating Continuous Development.
- Promote, support and monitor the continuing professional development of staff, including the induction of newly qualified teachers and colleagues new to the Academy.
- Ensure all professional duties are fulfilled by all staff.



- Participate in the arrangements for Continuous Development and Talent and Succession. Plan and participate in the identification of areas where staff would benefit from further professional learning and development.
- Ensure that the Assistant Principals assume responsibility for the discharge of the Vice Principal's function at any time when absent from the Academy.
- Maintain effective, collaborative, professional and courteous working relationships with the Trust, Academy Committee, staff, students, parents/carers and the community.

#### **Efficient and effective deployment of staff and resources**

- Work with the Principal and HR Partners to recruit and retain staff of the highest quality.
- Maintain oversight of the security and effective supervision of the learning environment, including staff duties.
- Set appropriate priorities for expenditure, allocation of funds and effective administration and control for those teams within areas of personal responsibility.
- Ensure that Assistant Principals manage and organise their respective environment and estate efficiently and effectively to ensure it meets the needs of the curriculum, community use and health and safety regulations.
- Work with colleagues to deploy and develop staff effectively to maintain and improve the quality of education provided.
- Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve student outcomes, ensure efficiency and secure value for money.

#### **Accountability**

- Hold Assistant Principals to account for securing the highest standards and outcomes for all learners.
- Continue to develop an Academy-wide ethos in which all the staff recognise that they are accountable for the success of the Academy.
- Present a coherent and accurate account of the performance for those teams within personal areas of responsibility in line with Academy policy, ensuring that management information and self-evaluation data is recorded, analysed and presented in a timely and appropriate manner.
- Ensure that parents/carers and students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning.
- Provide information, objective advice, and support to Departments to enable them to meet their responsibilities for securing effective teaching and learning and improving standards of achievement, and for achieving efficiency and value for money.



- Promote the safeguarding of all students, adhering at all times to the Academy policy for safeguarding and child protection.
- Attend, contribute to, and support the TDA all through Academy Committee.
- Carry out any such duties as may be reasonably required by the Principal and/or Academy Committee.

## General Responsibilities

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the School's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

**The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.**

Note: Every job description in the organisation will be subject to a review either:

- On an annual basis at the time of the annual appraisal meeting, or
- As a result of a change in strategic direction, or



- As a result of a team/operational requirements.

It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.





## Person Specification

Attribute	Essential or Desirable	Assessment
<b>Qualifications</b>		
Degree in relevant subject	E	A
Qualified Teacher Status	E	A
Evidence of continuing professional development including leadership training	E	A/I
Further/Higher professional qualification	D	A
<b>Knowledge &amp; Understanding</b>		
Detailed knowledge and understanding of current issues in Education particularly those relating to character and attendance.	E	I
Knowledge of statutory frameworks for attendance and character	E	A/I
Knowledge and experience of school improvement planning	E	A/I
Knowledge of working with partner schools and outside agencies	E	I
Ability to teach a core subject	D	A/I
<b>Skills &amp; Abilities</b>		
Ability to communicate a vision	E	I
Ability to motivate and inspire staff	E	A/I
Ability to demonstrate energy, drive and enthusiasm	E	I/T
Ability to be a reflective practitioner	E	I/T
Ability to be creative and develop innovative practice	E	A/I
Effective communication and inter-personal skills	E	A/I/T
<b>Experience</b>		
Significant experience of leading a team of staff (teaching and non-teaching)	E	A/I
Experience of working with and advising Governors	D	A/I
Experience of implementing EAL strategies that lead to school improvement	D	A/I
Successful teaching across the 11-18 age range	D	A
Significant successful middle or senior leadership experience	E	A/I
<b>Personal Commitment</b>		
Demonstrate and adhere to TDET and Academy's Core Values.	E	A/I
Commitment to equality and diversity in the workplace.	E	A



Adhere to GDPR guidelines and the Academy's internal procedures.	E	A
Adhere to the Academy's Safeguarding and Prevent policy and procedures.	E	A/I
Adhere to TDET's Health and Safety policy and procedures.	E	A

### Assessment methods

A – Application

I – Interview

T – Task/Activity

L – Lesson Observation

R – References



# Queen Katharine Academy



Thomas Deacon Education Trust

Working together to transform lives through education