

Post: Vice Principal - Curriculum

Location: Ormiston Bridge Academy, Finlay Street, London SW6 6HB

Salary: L14-L18 (£81,120 – £88,495 per annum)

Status: Permanent

Responsible to: Principal

Job Purpose

The Vice Principal is a member of the Academy Senior Leadership Team (SLT). As part of the Senior Leadership Team, the post holder will assist the Principal in managing and leading the Academy. In all aspects of the post they must seek to actively promote the educational aims and ethos of the Trust. The Vice Principal is directly responsible for the academic progress of all learners and the professional development of teaching and support staff. Part of this role is to deputise for the Principal when required, to lead and teach a curriculum area and line manage other staff.

Main duties and responsibilities

The Curriculum

- Leading curriculum policy, planning, analysis and development
- Developing, coordinating and monitoring all whole school approaches to assessment, recording and reporting, including the monitoring of individual pupil progress.
- Facilitating the spread of acknowledged good practice across the school
- Co-ordination of approaches for adding value to pupils' attainment
- Co-ordination and development of an extended and enriched curriculum
- Leading a curriculum area and maintaining a high standard of learning and teaching
- Maintaining an overview of examinations and performance
- Maintaining and reviewing the curriculum offer and timetabling with regards to learner needs and outcomes

Management and Administration

- To retain oversight of qualifications for pupils, including entries, monitoring, results analysis and appeals
- To manage the day to day running of teaching and learning, inclusive of cover arrangements
- Lead on relevant areas of planning and school self-evaluation and review
- Ensuring support staff maintain recent and relevant pupil progress data
- To provide relevant data to inform key decisions

- Enabling the maintenance of good order in the school by supporting staff in the use of the behaviour policy.
- To promote the development and integrated use of ICT systems at departmental and whole school level to improve learning outcomes.
- To manage, as part of the Leadership team, health and safety within the School and its activities in accordance with the Health & Safety legislation and Trust policy
- To promote the protection and safeguarding of learners through the active implementation of relevant school policies and procedures with particular reference to: child protection policy, safe touch policy, positive behaviour policy and the staff code of conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty.
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Teaching and Learning

- To promote and ensure the development of effective classroom practice through a cycle quality assurance of monitoring and evaluation of teaching and learning.
- To address the individual needs of learners in liaison with the SENDCo on SEND learners, and high achieving learners which is reflected in planning, assessment and diagnostic marking.
- To ensure the resources are used effectively to maximise learning opportunities.
- To ensure effective and continuous professional development for staff.

As a member of the leadership team the post holder will be expected to take on other leadership duties not listed here but detailed in the teachers' pay and conditions document

DBS

- An enhanced disclosure and barring check will be a requirement of the post

Person Specification

Attributes tested by Application, Interview, Task and References	
Qualifications & Experience	Essential E/ Desirable D
Qualified teacher status	E
Substantial leadership experience at middle management level or above in a secondary or PRU environment	E
A successful teaching career which includes teaching in an inner city school	D
Evidence of recent continued professional development relevant to the post	D
Experience of leading and evaluating whole school improvement in teaching and learning	E
Knowledge & Skills	Essential E/ Desirable D
Up-to-date knowledge of national policy, curriculum developments and the statutory and legal framework within which a school and a pupil referral unit operate	E
A knowledge of what makes an effective school and strategies that can be deployed for school self-evaluation, improvement and review	E
A knowledge of what constitutes good teaching and an understanding of how to improve the quality of teaching and learning	E
A knowledge of how children think and learn and what young people with Social, Emotional and Behavioural difficulties experience	E
A knowledge of how ICT can both enhance and extend learning and improve school administration	D
A detailed knowledge of the national strategy and a clear understanding of the strategies that can be used to improve teaching and learning	E
Leadership skills including the ability to carry out planning; involve and motivate others and contribute to the vision and direction of the Alternative Provision	E
Management skills in respect of information and the use of performance data; finance and resources; and people management including delegation; and monitoring and evaluating performance	E
The ability to communicate effectively with a range of potential audiences both internal and external stakeholders	E
Proven quality teaching skills and the ability to coach other teachers and share good practice	E
Proven consultation and negotiation skills	E
High level ICT skills both to support learning and administration	D
Personal Attributes	Essential E/ Desirable D
The ability to manage oneself, including time management, professional direction and an ability to work as part of a team under pressure	E
The ability to deploy appropriate leadership and management styles and to act as a role model to all in the Alternative Provision Learning community.	E
Evidence of a commitment to equality of opportunity and social inclusion	D
Demonstrate a commitment to the protection and safeguarding of children and young people.	E