



## **Assistant Vice Principal (secondary) – Inclusion**

The AVP, Inclusion, working under the oversight of the Principal is responsible for ensuring that the school has strong routines and systems for identifying and addressing barriers to learning, focusing on student learning gaps, attendance and behaviour.

The role will be a bridge between pastoral, SEND and academic teams, ensuring that there is analytical use of data to identify patterns and trends and to respond with whole school approaches as well as targeted intervention. Working with the Vice Principal Pastoral, along with the non-teaching Heads of House, attendance and behaviour data will be monitored, analysed and tracked so that timely interventions can be put in place to support students. The post holder will support the AVP SEND in ensuring that systems are in place to identify need and ensure that students are on an appropriate intervention pathway in order to create and maintain a truly inclusive school environment.

This post will be for fixed term, for one year initially, given the focus on initiating, establishing and embedding systems, and to provide extra capacity during a phase of maternity leave.

### **KEY ACCOUNTABILITIES**

A. As a member of the Senior Leadership team you will:

- a. Contribute to the day-to-day running of the school, through modelling high levels of professionalism to staff and students
- b. Contribute to the school's culture of high expectations for all students, in order that all may flourish
- c. Deliver high quality lessons, which model the school's teaching and learning principles
- d. Contribute to an exemplary climate for learning, by supporting staff in consistently upholding the school's Behaviour Policy, quality assuring its implementation and challenging practice where necessary
- e. Promote the school's Christian Ethos, and character development of students and staff
- f. Undertake duty leadership, ensuring that social times are calm, orderly and well managed

B. Your specific areas of responsibility will be:

- Provide strategic leadership to non-teaching pastoral managers, using data to identify and monitor trends and patterns, ensuring timely intervention
- Work alongside the AVP Teaching and Learning to support staff in maintaining a positive and orderly classroom climate
- Work with the Principal to develop the role of an Inclusion Mentor, leading on identification of barriers to attendance and establishing response pathways of universal and targeted support



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- Provide weekly behaviour headline data for a variety of audiences, including for student assemblies, staff briefings and parental newsletters
- Maintain oversight of students on the identified inclusion pathways, and QA their effectiveness

This job specification may be revised if the needs of the school change in the future.

Any other duties as reasonably required by the Principal, including an appropriate amount of classroom teaching.



## PERSON SPECIFICATION

ESSENTIAL	DESIRABLE	HOW MEASURED
<b>QUALIFICATIONS</b>		
Degree (2:2 or above) or equivalent in Mathematics.	National Professional Qualification of Senior Leaders	Application form and certificates
Teaching qualification (Secondary)		Application form and certificates
Qualified Teacher Status (QTS)		Application form and certificates
Evidence of a commitment to further professional development	Experience of line managing other staff.	Application form and certificates
<b>KNOWLEDGE AND EXPERIENCE</b>		
Excellent track record of classroom teaching demonstrated through student outcomes.		Application form, personal statement, results and references
Demonstrable understanding of effective teaching and learning strategies and how they may be used to raise attainment and progress of all students, including those with special educational needs	Experience of training/coaching staff.	Application form, interview
Experience in developing a rigorous, knowledge-rich, sequenced curriculum.		Application form, personal statement, references
Significant knowledge and understanding of the GCSE syllabus and assessment requirements of at least one subject in the faculty.		Application form, personal statement, references
Ability to work strategically with data and analyse, interpret and respond appropriately		Application form, personal statement, interview
Demonstrable ability in leading interventions to improve outcomes.		Application form, personal statement, interview
Experience developing innovative approaches to learning, teaching, mentoring and guidance	Experience of sharing best practice within the school.	Application form, personal statement, interview
<b>ATTITUDES</b>		
Promote and safeguard the welfare of all students and staff		Personal statement, assessment process
Committed to continual professional development, in particular with regard to academy leadership		Personal statement, assessment process
<b>RELATIONSHIPS</b>		
Excellent interpersonal and communication skills to support students' needs and staff development		Personal statement, assessment process



A team player who seeks to have positive and mutually supportive relationships with colleagues		Personal statement, assessment process
<b>SKILLS &amp; WORK-RELATED REQUIREMENTS</b>		
A clear Enhanced DBS check		DBS Check, application papers
Excellent organisation skills		Personal statement, assessment process
Self-motivated, resilient and tenacious		Personal statement, assessment process
Ability to work under pressure to meet deadlines		Personal statement, assessment process
Creative thinker and able to anticipate and solve problems		Personal statement, assessment process
Strong leadership and management qualities.	A demonstrated ability to inspire and motivate others and hold them to account	Application form, interview, references, assessment process
Excellent ICT skills and use of appropriate technology		Personal statement, assessment process
A proactive approach		Personal statement, assessment process
Ability to initiate and manage change		Personal statement, assessment process