

## **Executive Vice Principal for Teaching and Learning– L8 to L12**

### **Job purpose:**

To assist the Executive Principal with the management and organisation of the academies as one, in seeking to achieve the highest standards of pupil achievement, wellbeing and academy efficiency and deputise in the absence of the Executive Principal and Associate Executive Principal both at short notice and over a longer term.

To play a major role within the Executive Leadership Team to:

- Shape one ambitious vision and relational culture across both academies
- Formulate the aims and the objectives of the academies
- Establish the policies through which they are to be achieved
- Manage staff and resources towards their achievement
- Monitor pupil progress
- Develop a curriculum to meet the needs of the pupils within the academies and the wider community
- Create a broad curriculum that enable children to become successful and ethical citizens

The appointment is subject to the current conditions for Deputy Head teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

### **Shaping the future**

- To work with the Executive Leadership Team in shaping the vision and direction for the academies, setting out very high expectations and with a clear focus on pupil outcomes in a holistic sense
- Ensure that an ambitious vision for the academies is clearly articulated, shared, understood and acted upon effectively by all
- Motivate and work with others to create a shared relational culture and positive climate
- Work with individual staff and teams to translate the academy's vision into agreed objectives and operational plans which will promote and sustain improvement
- Support the vision, ethos and policies of the academies and promote high levels of achievement for all
- Actively support the Executive Principal, Governors and staff in the promotion and achievement of the aims and objectives of the academies
- As a member of the academy leadership team, be involved in the planning, monitoring, evaluation and development of the academy curriculum through the Academy Development Dream
- Support all staff in achieving the priorities and targets the academies set and monitor the progress towards meeting them
- Contribute to the academy's organisation and overall strategy through Leadership and Senior Management Team meetings
- To contribute to and assist Wellspring Academy Trust in achieving their long-term goals

### **Securing Accountability**

- To assist the Executive Leadership Team in all aspects of the day-to-day administration and organisation of the academies
- To deputise for the Executive Principal and Associate Executive Principal as and when required
- To inspire, motivate and influence pupils and staff, taking a leading role in maintaining the highest possible standards of teaching, learning, character and wellbeing
- To play a significant role in formulating the Academy Development Dream (ADD) and the Self Evaluation Form (SEF) along with the Executive Leadership Team, Governors, Trust and other senior staff
- To be a key participant in the recruitment process for new staff and ensure an effective induction process in line with Trust and academy procedures
- To participate in and lead CPD
- To monitor the impact of CPD across the academies
- To provide support and guidance to academy leaders and other staff

### **Strengthening Community**

- Inspire and motivate all staff in a culture of academia and high expectations
- Create and lead a collaborative, coaching culture in which staff are supported and challenged to be the best version of themselves
- Ensure that staff wellbeing is a focus for all
- To ensure that the culture, vision and achievements of the academies are promoted within the community
- Maximise the contribution of staff to improve the quality of education provided
- Develop effective and transformational subject and phase leadership and management across the academies
- Implement and monitor performance management processes for teaching support staff
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams
- To mentor newly and recently qualified teachers across the academies
- To ensure that the aims and achievements of the academies are articulated to and celebrated by the wider community, both locally and nationally

### **Specific areas of responsibility - The Executive Vice Principal will:**

- Lead, help shape and have oversight of the curriculum
- To have overall responsibility for the strategic development of teaching, learning and assessment.
- To work with the Executive Leadership Team to ensure that excellent teaching and learning in all aspects of the curriculum is the primary objective for all staff
- Ensure that the curriculum across the academies is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life
- Ensure that the curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- Lead and evaluate enrichment and extra-curricular provision
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those supported through enhanced resources, in order to set and meet ambitious targets for improvement
- Be an excellent role model to all teaching staff within the school and reflect a high level of professional teaching standards and ethical leadership
- Facilitate collaborative working within and across settings, between leaders, class teachers and all teaching staff
- Be responsible for developing stimulating and challenging learning environments which secure effective learning and provides high standards of achievement
- As part of the leadership team, monitor, evaluate and review classroom practice and manage improvement strategies
- Analyse and interpret school data to inform classroom practice across the academies
- Organise, monitor and evaluate the range of intervention strategies employed across the academies, ensuring that resources are targeted correctly towards those pupils requiring additional support
- Contribute to monitoring the quality of teaching and children's achievements including the analysis of performance data, in partnership with the Executive Principal and other members of the leadership team
- Take accountability for and be proactive in ensuring resources for the most vulnerable learners are targeted and used effectively
- Act as an excellent role model for others through the setting of high personal standards of classroom practice

**Standard duties in all Trust job descriptions**

- Show a commitment to diversity, equal opportunities and anti-discriminatory practices
- Show a commitment to ensuring that children and young people learn in a safe environment
- Participate in relevant and appropriate training and development as required

**Method of Working**

The Wellspring Academy Trust expects all staff to work effectively and co-operatively as part of a team, delivering high quality support. This requires dealing with people politely and tactfully, and in accordance with Trust guidelines, policies and procedures. Wellspring Team members are expected to respect confidentiality and safeguarding practices at all times.

**Public Relations**

Considerable importance is attached to the public relations aspect of our work. Members of the Team must project a positive image of the Trust at all times and through all activity.

**DBS Certificate**

The Wellspring Academy Trust takes its duty to safeguard the young people with which it works seriously. All Wellspring Team Members are required to undertake a Disclosure and Barring Service (DBS) check.

The post holder may be required to perform duties other than those given above. These may vary from time to time without changing the general level of responsibility.

**Person Specification**

Attributes	Essential	Desirable	Evidence
Personal	<ul style="list-style-type: none"> <li>• Relational leader</li> <li>• Ethos of ethical leadership</li> <li>• Values led</li> <li>• Kind and brave</li> <li>• Flexibility</li> <li>• Ability to use own initiative</li> <li>• Resourceful, patient and resilient</li> <li>• Ability to work as part of a team</li> <li>• Excellent communication</li> <li>• Commitment to equal opportunities in service delivery and employment</li> <li>• Flexible approach to supporting children and families</li> <li>• Ability to maintain a professional manner in challenging situations</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of a restorative practice school</li> <li>• A friendly manner and good sense of humour</li> </ul>	Interview  Application

<b>Competence</b>	<ul style="list-style-type: none"> <li>● Proven ability as an excellent classroom teacher</li> <li>● Proven ability to use the EEF implementation of change model to support sustained school improvement</li> <li>● Previous senior leadership experience</li> <li>● Good organisational skills</li> <li>● Good inter-personal skills including ability to resolve conflict</li> <li>● Demonstrable exceptional understanding of the National Curriculum, Teaching Standards and current and proposed Ofsted Frameworks</li> <li>● Experience of working in an educational setting</li> <li>● Effective communication with children, carers and other professionals</li> <li>● Ability to work on own initiative</li> <li>● Ability to deal with difficult situations and have difficult conversations</li> <li>● Wide range of experience working with teachers, governors, families and children</li> <li>● Knowledge of performance management and teacher pay and conditions</li> <li>● Ability to identify effective support, challenge and training to ensure staff are skilled leading to pupils making excellent progress</li> </ul>	<ul style="list-style-type: none"> <li>● Previous leadership experience in EYFS, KS1 and KS2</li> <li>● Ability to work under pressure</li> <li>● A positive attitude to personal development and training</li> <li>● Ability to prepare and write reports and produce information as required</li> <li>● Experience with MIS and use of ICT</li> <li>● Ability to use CPD to motivate, enthuse and develop staff</li> <li>● Experience of line management</li> </ul>	Interview Application
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>● Qualified teacher status</li> <li>● Significant leadership experience in more than one school</li> </ul>	<ul style="list-style-type: none"> <li>● Post Graduate Qualification</li> <li>● Leadership qualification</li> <li>● Commitment to undertake further training as appropriate</li> </ul>	Application Certificates
<b>Special Requirements</b>	<ul style="list-style-type: none"> <li>● Car owner with full driving license</li> </ul>	<ul style="list-style-type: none"> <li>● Flexibility in work pattern may be required occasionally</li> </ul>	Interview Application