

JOB DESCRIPTION

POST TITLE: Vice Principal

GRADE/SCALE: L11-L15

RESPONSIBLE TO: Principal

RESPONSIBLE FOR: Curriculum & Teaching & Learning.

Purpose of the post

The Vice Principal will contribute to the leadership of the school, assisting the Principal to secure its success and improvement. By working with the Governing Body, motivating and supporting all staff and pupils, managing the day-to-day operation of the school, the Vice Principal will ensure that all our pupils benefit from high quality education and achieve high standards in accordance with statutory requirements.

Shaping the Future

The Vice Principal works with the governing body and others to create a shared vision and strategic plan, which inspires and motivates children and young people, staff and all other members of the service/ school community. This vision expresses core educational values and moral purpose and is inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining service/school improvement and ensuring that the service/school moves forward for the benefit of its pupils.

The Vice Principal will under the direction of the Principal, and working with Governors at the new school:

- Assist the Principal to articulate, share, and secure commitment of staff to the vision of The Forest School and the wider trust.
- Contribute to work within the wider community to translate the vision into agreed objectives and operational plans that will promote and sustain school improvement;
- Demonstrate the vision and values in every day work and practice;
- Motivate and work with others to create a shared culture and positive climate with a focus upon collaboration and partnership working;
- Foster creativity, innovation and the use of appropriate new technologies to achieve excellence;
- Assist in the strategic planning process promoting planning which takes account of the diversity, values and experience of the school and community at large.

Leading Learning and Teaching

The Vice Principal has a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations, monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable children and young people to become effective, enthusiastic, independent learners, committed to life-long learning.

The Vice Principal will under the direction of the Principal, and working with Governors at the new school:

- Ensure a consistent and continuous focus on pupils' achievement, using data and benchmarks to monitor progress;
- Ensure that learning is at the centre of planning and resource management;
- Help to establish creative, responsive and effective approaches to teaching and learning within this specialist setting and contribute to the dissemination good practice;
- Promote a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning and make a successful transition to post 16 education, training or employment;
- Implement strategies that ensure high standards of appropriate behaviour, discipline and attendance;
- Help organise and implement a diverse, flexible curriculum and an effective assessment framework.
- Promote the exploitation of new and emerging technologies to enhance and extend the learning experience of children and young people;
- Monitor, evaluate and review classroom practice and promote improvement strategies to meet individual needs
- Challenge under performance at all levels and ensure effective action in follow up.

Developing Self and Working with Others

As the Vice Principal works with and through others, managing effective relationships and communication are important. The Vice Principal builds a professional learning community that enables others to achieve. The Vice Principal is committed to his/her own continuing professional development in order to deal with the complexity and demands of the role and supports staff to achieve high standards through performance management and continuing professional development.

The Vice Principal will under the direction of the Principal, and working with Governors at the new school:

- Treat people fairly, equitably and with respect to maintain a positive culture;
- Build a collaborative learning culture within the school and actively engage with other schools to create effective learning communities;
- Contribute to the development of and maintain effective strategies and procedures for staff induction, professional development and performance review;
- Ensure effective planning, delegation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and responsibilities;
- Acknowledge the responsibilities and celebrate the achievements of staff
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory;
- Regularly review own practice, set personal targets and take responsibility for own development;
- Monitor and promote an appropriate work/life balance for self and others;
- Delegate tasks appropriately.

Managing the Organisation

The Vice Principal provides effective organisation and management of the service/school and seeks ways of improving organisation structures and functions based on rigorous self-evaluation. The Vice Principal should ensure that the service/school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the service to build capacity across the workforce and ensure resources are deployed to achieve value for money. The Vice Principal should also seek to build successful organisations through effective collaborations with others.

The Vice Principal will under the direction of the Principal, and working with Governors at the new school:

- Help produce and implement clear evidence-based improvement plans and policies based on realistic and thorough self evaluation of performance
- Ensure that, within an autonomous culture, policies and practices reflect both national and local circumstances, policies and initiatives with particular reference to the safeguarding agenda;
- Manage delegated financial and human resources effectively to achieve the planned outcomes;
- Recruit, retain and deploy staff appropriately to achieve the vision and goals of the school;
- Implement effective performance management for all staff;
- Manage the school environment effectively and efficiently to ensure that it meets the needs of the curriculum and health and safety regulations;
- Ensure that available resources are continually reviewed to improve the quality of education whilst providing value for money;
- Take advantage of appropriate technology to manage the school.

Securing Accountability

With values at the heart of their leadership, all leaders have a responsibility to the whole school community. In carrying out this responsibility, leaders are accountable to a wide range of groups, particularly pupils, parents, carers, governors and the LEA. They are accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. Principals are legally and contractually accountable to the governing body for the school, its environment and all its work.

The Vice Principal will under the direction of the Principal, and working with Governors at the new school:

- Contribute to the develop a school ethos that enables everyone to work collaboratively, accept responsibility for outcomes and celebrate success;
- Assist the Principal to ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation;
- Contribute to the work of the Governing Body (providing information, objective advice and support) to help it meet its responsibilities;
- Develop and present a coherent, accurate and understandable account of the school's performance to a range of audiences including Governors, parents and carers.
- Reflect on personal contribution to school achievement and take account of feedback from others.

Strengthening Community

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. Leaders should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. Principals share responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

The Vice Principal will under the direction of the Principal, and working with Governors at the new school:

- Assist in the development of a culture and curriculum that takes account of the richness and diversity of the wider communities;
- Contribute to the promotion of positive strategies for challenging racial and other prejudice and dealing with racial harassment;
- Ensure that pupils have opportunities for a range of learning experiences linked with the wider community;
- Collaborate with other agencies in providing for the academic, spiritual, moral, health, social, emotional and cultural well-being of pupils and their families;
- Create and maintain an effective partnership with parents and carers to improve pupils' achievement and support their personal development;
- Maximise opportunities to invite parents and carers, community figures, businesses and other organisations into the school to enrich the school and enhance its value to the wider community;
- Cooperate and work with relevant agencies to protect children;
- Be committed to safeguarding and promoting the welfare of students and expect all staff and volunteers to share this commitment;
- Ensure the school fulfils a key role in Local Authority processes relating to targeted support for vulnerable children and young people.

PERSON SPECIFICATION

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Qualifications

- QTS (E)
- Evidence of further relevant qualifications (E)

Experience

- Successful experience of School Leadership (E)
- Experience of leading and developing a whole school aspect of education within a school / academy setting (E)
- Experience of teaching in more than one Key Stage (E)
- Efficient and effective budgetary management (D)
- Managing resources and personnel (E)
- Experience of 'Change management' (E)

Personal Qualities

- Innovative, creative (E)
- Positive problem solver (E)
- Rigorous (E)
- The enthusiasm, initiative and commitment to ensure that excellent practice embedded throughout the Academy (E)
- A clear and coherent educational vision (E)
- The ability to build a collaborative and creative learning culture (E)
- A commitment to raising standards (E)
- An ability to provide planning for the long-term future of the Academy (E)
- The ability to tackle difficult issues and take difficult decisions and convey outcomes clearly and sensitively (E)
- Ability to work in partnership and with support the Principal (E)
- Commitment to collaborative working (E)
- Drive, determination and energy (E)
- Commitment to own professional development (E)

Leading Learning and Teaching

- Commitment to and expertise in developing an relevant and engaging curriculum (E)
- Commitment to achieving excellence (E)
- A track record of raising standards (E)
- A track record of effective senior leadership or middle management in schools (E)
- Good understanding of issues which affect quality in educational achievement (E) including target setting, assessment, diversity and inclusion strategies (E)

Developing Self and Working with Others

- Commitment to continuous professional development for all staff (E)
- Able to identify and nurture talent (E)
- Able to build a strong, supportive staffing network (E)
- Able to manage improved and improving performance (E)
- Able to motivate staff, pupils and community (E)
- Able to identify and acknowledge excellence and challenge poor performance (E)
- Able to bring out the best in everyone (E)

Managing the Organisation

- Able to manage the running of the school efficiently and effectively (E)
- Able to delegate management tasks and monitor their delivery (E)
- Able to ensure that the management, finance, structure and administration of the school support its priorities and objectives (E)
- Able to develop and sustain a safe, secure and healthy school environment (E)

Securing Accountability

- Knowledge of statutory frameworks (E)
- Able to work effectively with the Governing Body and the Trust (E)

Strengthening community

- Commitment to promote the Academy, its ethos and achievements (E)
- A track record of developing effective relationships with stakeholders (E)
- Evidence of celebrating heritage and cultures.(E)

(E) Essential

(D) Desirable

