



# JOB DESCRIPTION

Job Title:

**Vice Principal**

Location:

**Quay Academy**

## **Job Purpose:**

Your responsibility will be to set the strategic academic direction for the school, in conjunction with the Head, and to ensure excellent, innovative standards of teaching and learning are achieved across all academic departments. The role requires the ability to grasp the bigger picture and the tiniest detail at the same time, and to command the respect of staff, pupils, parents, and Governors.

## **Background:**

The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside, and London.

Our aim is to be the country's leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment.

## **Reporting To:**

Principal

## **Grade:**

L3 - L8 depending on experience

# KEY RESPONSIBILITIES AND ACCOUNTABILITIES

## MAIN DUTIES AND RESPONSIBILITIES

Under the overall direction of the Headteacher play a lead role:

- ★ In formulating the aims, objectives of the schools and establishing the policies through which they are to be achieved
- ★ Be responsible for the standards and curriculum of all pupils including monitoring of progress towards achievement
- ★ Proactively manage staff and resources
- ★ Take full responsibility for the school in the absence of the Principal
- ★ Carry out the professional duties of a teacher as required
- ★ Take responsibility for child protection issues as appropriate
- ★ Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- ★ Be responsible for lunchtimes, including the lunchtime supervisors on a daily basis. Sharing lunchtime duties with the Headteacher
- ★ Oversee pupil premium
- ★ Oversee enrichment

## MAIN AREAS OF RESPONSIBILITY AND ACCOUNTABILITY

- ★ In partnership with the Headteacher and the Academy Scrutiny Committee establish and implement an ambitious vision and ethos for the future of the school
- ★ Play a leading role in the school improvement and school self-evaluation planning process
- ★ In partnership with the Headteacher manage school resources
- ★ Devise, implement and monitor action plans and other policy developments
- ★ Lead by example to motivate and work with others
- ★ In partnership with the Headteacher, lead by example when implementing and managing change initiatives
- ★ Promote a culture of inclusion within the school community where all views are valued and consider enrichment and extra-curricular activities which will meet the Trust's aspirations for pupils
- ★ Create a stimulating climate which will encourage all pupils to fulfil their potential, in the widest sense, and maintain a lifelong enthusiasm for learning and personal development

## KNOWLEDGE/SKILLS/EXPERTISE

- ★ Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- ★ Work with the Principal to raise standards through staff performance management
- ★ Lead the development and delivery of training and support for staff
- ★ Lead the development and review of all aspects of the curriculum including planning, recording, and reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils
- ★ Work in partnership with the Principal in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented
- ★ With the Principal, lead the processes involved in monitoring, evaluating, and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality, supporting individual teachers where necessary with all aspects of their role.
- ★ Ensure the systematic teaching of basic skills and recording of impact is consistently high across the school

- ★ Develop, review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards
- ★ Ensure through leading by example the active involvement of pupils and staff in their own learning

## **ACADEMY LEVEL**

- Work with the Principal in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
- Develop and maintain contact with all specialist support services as appropriate
- Promote the positive involvement of parents/carers in school life
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Strengthen partnership within the local community
- Promote positive relationships and work with colleagues in other schools and external agencies

## **RESOURCES**

- ★ Lead and support the staff and Academy Scrutiny Committee in fulfilling their responsibilities with regard to the school's performance and standards
- ★ Support the Principal in reporting the school's performance to its community and partners
- ★ Promote and protect the health and safety welfare of pupils and staff
- ★ Take responsibility for promoting and safeguarding the welfare of children and young people within the school

## **PERFORMANCE MANAGEMENT**

- ★ Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate
- ★ Ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication
- ★ Working with the Principal, undertake key activities related to professional, personnel/HR issues
- ★ Manage HR and other leadership processes as appropriate e.g., sickness absence, disciplinary, capability
- ★ Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school
- ★ Be a proactive and effective member of the senior leadership team
- ★ Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate
- ★ To undertake any professional duties, reasonably delegated by the Headteacher

# PERSON SPECIFICATION

Your application will be reviewed against the essential and desirable criteria listed below.

Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application. Stages of assessment are as follows:

1 - Application

2 - Test/Presentation

3 - Interview

	Essential	Desirable	Assessed
<b>Qualifications and Professional Development</b>			
★ Qualified teacher status	√		<b>1</b>
★ Evidence of sustained participation in INSET/CPD	√		<b>1</b>
★ Degree level qualification	√		<b>1</b>
★ Senior Leadership Qualification		√	<b>1</b>
★ Participation in work with other schools/agencies		√	<b>1/3</b>
<b>Experience</b>			
★ Ability to teach across the primary age range	√		<b>1</b>
★ Demonstrable evidence of high standards of class teaching	√		<b>1/2</b>
★ Experience of curriculum leadership to promote pupil's enjoyment and engagement in learning	√		<b>1/3</b>
★ Experience of analysing and using the data to progress learning across the whole school	√		<b>1/3</b>
★ Experience of co-ordinating and developing staff	√		<b>1/3</b>
★ Ability to act as a positive teaching role model	√		<b>1/2/3</b>
★ Experience of managing teaching resources and a curriculum budget	√		<b>1/3</b>
★ Experience of developing good relationships with a range of stakeholders, and maximising their contribution to raising standards	√		<b>1/2/3</b>
★ Practical understanding of effective teaching and evaluation strategies	√		<b>1/3</b>
★ Expertise in KS2		√	<b>1/3</b>

<b>Skills and Knowledge</b>			
★ Ofsted awareness	√		<b>1/3</b>
★ Awareness of current developments in Education and the implications of these	√		<b>1/2/3</b>
★ Understanding of Health & Safety issues	√		<b>1/3</b>
<b>Personal Qualities and Ethos</b>			
★ Hardworking	√		<b>1/3</b>
★ Effective communicator	√		<b>1/2/3</b>
★ Flexibility and initiative	√		<b>1/3</b>
<b>Equal Opportunities</b>			
★ A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best.	✓		<b>1/2/3</b>
<b>Safeguarding</b>			
★ Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child.	✓		<b>1/2/3</b>
★ Play an important part in the wider safeguarding of children - identifying concerns, sharing information and taking prompt action to safeguard and protect them.	✓		<b>1/3</b>
★ Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children.	✓		<b>1/3</b>
<b>Health and Safety</b>			
★ Aware of Health & Safety and Safeguarding as appropriate to role	✓		<b>1/3</b>

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.*

*The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.*

*The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.*

*This Job Description is current at the time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.*

*The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.*

**All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.**