

Job Description

Job Title	Vice Principal (Primary)
Grade	Leadership Pay Range
Responsible To	Principal
Staff Managed	Teachers/support staff as appropriate
Job Family	Senior Leadership
Accountabilities / Main Responsibilities	
Strategic	<ul style="list-style-type: none"> • Support the Principal to promote a vision for the school. • Support the Principal to develop and communicate a clear strategic vision for the academy. • Provide strategic leadership for specified areas of responsibility to ensure high standards and rapid improvements. • Embed clear and meaningful self-evaluation for specified areas of responsibility, through effective implementation of the Trust quality assurance strategy. • Lead on specified areas of responsibility within the Academy Development Plan ensuring that it has a positive impact on overall standards. • Adopt an evidence-based approach to the development of strategies in relation to specified areas of responsibility. • Lead on the development and implementation of the professional development strategy, in relation to areas of responsibility, so that it meets the needs of the school. • Support the Principal with the implementation of the school improvement strategy, in conjunction with the Trust School Improvement Team, to raise standards rapidly within the school setting. • Develop and maintain a culture of high expectations and take appropriate action when performance is unsatisfactory. • Ensure that all disadvantaged pupils are positively impacted and provided with an inclusive educational experience.
Operational	<ul style="list-style-type: none"> • Live out the school's ethos through its vision and values. • Deputise for the Principal in their absence. • Assume the role of Designated Safeguarding Lead as required. • Support the Principal with the smooth running of the academy on a day-to-day basis to effect rapid improvements. • Be a highly visible presence around the school and model expectations and standards to staff and pupils. • Implement Trust strategy • Implement and oversee the quality assurance strategy. • Develop, implement and oversee specified areas of responsibility so that they are implemented to a high standard with clear evidence of impact. • Use the analysis of data (including pupil and parent/carers voice) to inform actions which remove barriers to learning and progress and raise standards. • Support colleagues to interrogate and analyse data (both quantitative and qualitative) to inform planning. • Provide line management which provides support and challenge. • Implement and monitor accurate performance indicators for students and staff with clear lines of accountability. • Co-ordinate the school improvement strategy, including external reviews, within the academy. • As required, carry out investigations within school settings and support in the event of investigation hearings.

Communications	<ul style="list-style-type: none"> ● Ensure that all leaders/teachers are familiar with and can use data effectively to promote progress, enabling positive learning conversations with pupils and parents/carers. ● Ensure effective communication, as appropriate, with the parents/carers of pupils. ● Contribute to the high quality production of relevant school documentation. ● Attend internal/external meetings and contribute to the effective communication within school and with external agencies. ● Prepare/present reports to relevant trustee/governor committee meetings as appropriate.
Partnership or Corporate Working	<ul style="list-style-type: none"> ● Work with colleagues from across the Trust to share practice as well as developing and implementing Trust-wide strategy within your setting. ● Work collaboratively with the central team. ● Play a full part in the life of the school community, to support its distinctive culture and ethos whilst encouraging staff and learners to follow this example. ● Forge good relationships with parents/carers and model best practice to colleagues. ● Work with external partners to support the development of the quality of education as appropriate.
People Management	<ul style="list-style-type: none"> ● Promote the Trust and school vision and values at all times. ● Lead by example with integrity, creativity, resilience and clarity, demonstrating optimistic personal behaviour, positive relationships and attitudes towards pupils, staff, parents and governors. ● Model quality first teaching to support staff development. ● Exercise effective people management by leading and motivating others to generate effective working relationships at all levels. ● Maximise the contribution of staff to improve the quality of education provided and standards achieved. ● Promote and maintain good working relationships among all members of the academy community. ● Contribute to an effective and rigorous Performance Management process. ● Support staff to adhere to all aspects of the professional conduct policies in school and the nationally published Teacher Standards.
Safeguarding	<ul style="list-style-type: none"> ● Be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate. ● Know about data protection issues in the context of your role. ● Maintain confidentiality as appropriate. ● Undertake DSL training.
Systems and Information	<ul style="list-style-type: none"> ● Ensure the maintenance of accurate, clear and up-to-date information concerning specified areas of responsibilities. ● Use data to determine the progress being made by learners and where progress is of concern, identify reasons and put appropriate support in place to bring about improvement. ● Analyse and evaluate performance data and produce reports for relevant staff/stakeholders. ● Support colleagues to use the management information system effectively.
Planning and Organising	<ul style="list-style-type: none"> ● Plan, implement and oversee the quality assurance strategy for specified areas of responsibility. ● Lead on the design and plan of the professional development programme for specified areas of responsibility. ● Ensure that colleagues can use any systems related to specified areas of responsibility with confidence.
Data Protection	<ul style="list-style-type: none"> ● Comply with the Trust's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality. ● Know about data protection issues in the context of your role.

Health and Safety	<ul style="list-style-type: none"> ● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. ● Work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none"> ● We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. ● Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. ● Develop your own understanding of equality issues.
Flexibility	<ul style="list-style-type: none"> ● Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. ● Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager. ● Permanent and significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures.
Customer Service	<ul style="list-style-type: none"> ● The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. ● The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. ● Understand your own role and its limits, and the importance of providing care or support.

Person Specification - Vice Principal

Key

E - Essential D = Desirable A = Application I = Interview P = Presentation AA = Assessment activities

Qualifications	E/D	A	AA	I
• Qualified Teacher Status	E	✓		
• Evidence of further professional qualifications and training	D	✓		
• Has achieved or is working towards gaining the NPQH/NPQSL	D	✓		
• Appropriate first aid training (<i>dependant on the school's needs</i>)	D	✓		

Knowledge	E/D	A	AA	I
• An understanding of curriculum developments and requirements of the National Curriculum.	E	✓	✓	✓
• The ability to analyse and interpret complex information and explain key elements in simple terms.	E		✓	✓
• High expectations when managing, developing, inspiring, challenging and motivating staff.	E			✓
• Commitment to working with other schools, organisations and agencies.	E			✓
• Understanding of strategies for performance management.	E			✓
• Knowledge and experience of a range of strategies to meet the needs of children.	E	✓		✓
• Up to date knowledge of what research and inspection findings tell us about quality of provision.	E			✓
• An understanding of the legislation relating to SEND and to KCSIE (including Prevent and British Values)				✓

Experience	E/D	A	AA	I
• Experience of Assistant Head or similar level as a minimum.	E	✓		
• A proven track record of securing school improvement	E	✓		
• Experience of leading and co-ordinating professional development opportunities.	E			✓
• Experience of using all relevant data to drive school improvement.	E		✓	✓
• Experience of leading school initiatives or staff teams.	E	✓		✓
• Experience of effective quality assurance.	E	✓		✓
• Experience of offering challenge and support to improve performance.	E		✓	✓
• Evidence of applying safe recruitment practices and developing a safe culture in school.	E			✓
• Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement.	E		✓	✓
• Evidence of analysing data, developing strategic plans, setting targets and evaluating progress towards these.	E		✓	✓
• A proven track record of raising achievement.	E	✓		✓
• An ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives.	E			✓
• Experience of working and bringing about positive change in a challenging context.	E			✓
• Relevant experience in more than one school.	D	✓		
• Experience of working effectively with a wide range of ability range (including SEND and more able children)	D			✓

Occupational skills	E/D	A	AA	I
• Ability to articulate and share the school's vision, aims and values.	E			✓
• Lead by example, demonstrating a 'can do' approach, working with cheerfulness and positivity	E		✓	✓
• Demonstrate an understanding, awareness and empathy for the needs of the pupils.	E		✓	✓
• Manage and resolve conflict.	E			✓
• Ability to organise work, prioritise tasks, make decisions and manage time effectively.	E		✓	✓

Occupational skills	E/D	A	AA	I
<ul style="list-style-type: none"> Excellent interpersonal and communication skills to engage a range of audiences including staff, children, parents, governors, local authority and external agencies. 	E	✓		✓
<ul style="list-style-type: none"> Ability to delegate work and support colleagues in undertaking responsibilities. 	E			✓
<ul style="list-style-type: none"> Ability to remain calm, positive and enthusiastic when working under pressure. 	E			✓
<ul style="list-style-type: none"> The confidence and ability to inspire and motivate staff, children, parents and governors to achieve the aims of the school. 	E			✓
<ul style="list-style-type: none"> Flexibility to work outside of the Academy's normal working hours 	E			✓

Other Requirements
<ul style="list-style-type: none"> Enhanced DBS clearance