



Vice Principal

Job description

The Vice Principal at Drapers' Pyrgo Priory School plays a major role in supporting the Executive Principal with the day-to-day management of the school as well as taking a lead role in the strategic direction of the school.

The Vice Principal will be required to deputise and assume full responsibility for the school in the absence of the Executive Principal.

As a member of the leadership team, the Vice Principal will play a major role in formulating the culture, vision, aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives and monitor and evaluate progress towards their achievement.

The Vice Principal will take responsibility for Pupil Premium and Inclusion.

Remuneration: The pay range for Vice Principal is L10 – L14 depending on experience

The Vice Principal is accountable to: the Executive Principal.

The Vice Principal is accountable for: The SEND/CO and Support Staff.

Main Purpose of the Post

- Under the direction of the Executive Principal, to ensure that the school fulfils its aims for excellence in teaching & learning & enables all pupils to achieve;
- To work alongside the Executive Principal to continue to develop a culture where individuals feel valued & personal development is encouraged
- To work alongside the Executive Principal to achieve the aims & objectives set out in the School's development plans & the school's vision;
- To have high expectations of yourself & work with the Executive Principal to ensure that staff & pupils continually seek to improve & have high expectations of themselves & others;
- To keep governors informed about the development of your areas & encourage their involvement so that they can effectively evaluate progress against development plan;
- To take deputy designated safeguarding lead (DDSL) responsibility for leading, tackling and reporting on all Safeguarding and Child Protection issues as they arise in school in line with school policy (see more below)

Inclusion

- To have a thorough knowledge and understanding of the National Curriculum and SEND Code of Practice;
- To undertake responsibility for co-ordinating and monitoring all aspects of Inclusion
- To keep under review, the deployment of support staff, to ensure that our resource is deployed to achieve the highest levels of inclusion possible for our diverse range of pupils and their needs;
- To plan, monitor and evaluate a range of intervention strategies designed to raise achievement;
- To monitor the setting of targets and EHCPs alongside appropriate staff, for pupils identified on the SEND register, thereby implementing the most effective strategies for pupils with SEND, enabling them to achieve;
- To ensure that the curriculum is engaging for all pupils, providing support and management of teaching staff under the direction of the Executive Principal;
- To monitor progress towards the achievement of pupil targets and regularly analyse pupil attainment data, to ensure effective inclusive practice;
- Monitor the reporting to parents on the progress of pupils;
- To lead on Special Needs, Child Protection, the achievement of all children, ensuring that pupils' needs are met;
- To keep apprised of local and national developments relating to Inclusion and be able to disseminate information as appropriate;
- To keep accurate records in accordance with the school policies.

Teaching and Learning

- To carry out all the duties of a teacher as set out in the School Teachers' Pay and Conditions document and be a role model for outstanding teaching and learning;
- To ensure that formative and summative assessments of pupils' progress and performance take place in accordance with school policy and that outcomes are used to inform planning and/or target setting;
- To ensure that support staff are deployed effectively across the school, building upon their strengths and providing support and training where required;
- To ensure that the teaching of curriculum subjects is effective, providing support and management of teaching staff under the direction of the Executive Principal;
- To promote excellence and innovation in teaching and learning, including curriculum development;
- To keep abreast of any new developments in the teaching and assessment of children and disseminate information and initiatives to staff.

Behaviour and Attitudes

- To lead the implementation of the school's behaviour for learning policy, ensuring it is rooted in effective practice;
- To ensure effective systems are in place and implemented to support the physical, personal, social and emotional needs of all children, determining and supporting interventions for identified pupils to enable them to access learning as well as different parts of the school day for example, lunchtime;
- To promote the school vision and values through effective implementation of effective systems, used with consistency across the school;
- To enable a programme for Personal Development, including enrichment opportunities for all pupils and implementation of the Right Respecting School values;

Attendance

- Ensure that all issues relating to attendance and punctuality of pupils have a high profile in the school;
- Monitor the systems used to maintain and improve attendance, including analysis of data and action plans to support individuals and families;
- Ensure that work undertaken in the school for attendance and punctuality is closely linked to the work for safeguarding and child protection with all staff concerned communicating well and concerns acted upon swiftly.

Safeguarding

- To be a Deputy Designated member of Staff for Child Protection and to provide line management to the Designated Safeguarding Leader;
- To liaise with a wide range of external agencies in promoting child and family wellbeing;
- To provide advice and support to parents and promote a close partnership between home and school;
- To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004, Keeping Children Safe in Education and Working Together in relation to child protection and safeguarding children and young people as this applies to this role within the organisation;
- To ensure that the SLT and wider staff team are made aware and kept fully informed of concerns which you may have in relation to safeguarding and/or child protection;
- To ensure effective systems are in place and implemented to support the safety and welfare of all pupils;
- To lead by example in implementing the school's safeguarding policies and support the interventions in place for key children as required;
- To ensure all staff are kept abreast of all requirements with regards to safeguarding through effective and regular training and dissemination of relevant information.

School leadership

- To be responsible for undertaking monitoring activities at regular intervals (e.g. talking to pupils, undertaking work scrutiny, lesson observations and moderation) and feeding back to staff and/or the leadership team with written reviews/evaluations when required;
- To develop, alongside other members of the SLT, areas of the School Development Plan;
- To manage the Performance Management of Classroom Support Staff according to policy and review cycles;
- To support the School Assessment Leader in tracking of data; analyse performance and progress data and produce reports to share with the Senior Leadership team and/or Governing Body;
- To participate fully in the school's self-evaluation process and production of relevant documentation;
- To carry out such duties as required to ensure the effective operation of the school, including timetabling, cover and PPA arrangements, producing class lists, induction of new pupils and promoting school achievements.

Communication

- Take steps to ensure the staff and pupil voice are valued in our school and contribute to school development;
- To build constructive relationships with parents/carers and other members of the community, to support the local reputation of the school;
- To develop strong, positive relationships with school colleagues and contribute to collaborative working across the school and sharing of best practice;
- To liaise with other schools and external agencies to ensure transfer of essential information and to access appropriate and timely support/intervention;
- To provide information for parents/carers and Governors so that they have knowledge and understanding of matters relating to Inclusion, school activities, policies and procedures;
- To contribute fully and effectively to Governing Body and Senior Leadership Team meetings;
- To ensure all staff are kept informed of important issues relating to the smooth running of the school;
- To respect the confidentiality and sensitive nature of all information.

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

Employees will be expected to comply with any reasonable request from the Executive Principal to undertake work of a similar level not specified in this job description. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is current at the date shown, but in consultation with you, may be changed by the Executive Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

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Person Specification

Experience	
Qualified Teacher status	Essential
Evidence of leadership development and/or qualification or work towards it e.g. NPQH or NPQ for SEND/Inclusion/Behaviour for Learning.	Desirable
Proven experience of outstanding classroom practice and of leading a major area of the curriculum/SEND interventions/Behaviour.	Essential
Experience of significant leadership role and having successfully led projects to inspire children and colleagues and/or led initiatives to raise standards or improve levels of inclusion/behaviour/attendance.	Essential
Experience of monitoring standards of teaching and learning, setting objectives/targets for improvement and evaluating impact of provision on inclusion.	Essential
Experience of having mentored ECTs, trainee teachers, volunteers, those on work experience or those on support programmes, having high expectations of them.	Desirable
Experience of developing effective links with parents, the local community, school governors and external agencies.	Essential
Experience of managing a budget and resources.	Desirable
Experience of deploying staff to support pupils as appropriate.	Essential
Skills	
An outstanding teacher who inspires children to learn, can share skills with colleagues to ensure high standards of teaching, learning, behaviour and inclusion.	Essential
Evidence of use of assessment strategies, including Assessment for Learning, tracking of attainment and analysis of data with a focus on enabling the progress of children working below the expected standard for their age.	Essential
A creative thinker who can demonstrate that they are able to evaluate and revise planning to ensure they provide high levels of motivation and challenge for all pupils.	Essential
Excellent communication skills (both verbal and written) with the ability to form and maintain positive relationships with all stakeholders, focused on improving outcomes for all children, particularly those working below the expected standard for their age or who are facing vulnerabilities and /or challenges.	Essential
Ability to lead a team in order to ensure that all targets in planning, assessment and monitoring are met.	Essential
Ability to prioritise own work, manage a varied workload and delegate appropriately.	Essential
Ability to use technology effectively to support the role.	Essential
Ability to demonstrate adaptability and flexibility and to manage the implementation of change sensitively.	Essential
Ability to remain calm and positive when working under pressure.	Essential
Knowledge	
Knowledge of what constitutes good and outstanding teaching and learning and how to support colleagues in developing their own skills with a particular focus on enabling the progress of all children.	Essential

Ability to make secure judgements about the quality of teaching and learning, to support colleagues in developing their practice and to challenge underperformance where appropriate.	Essential
Understanding of the professional standards for teachers and how these should be used in appraisal.	Essential
Knowledge and understanding of the expectations of the Ofsted and SEND Frameworks regarding effective leadership and management particularly in relation to Inclusion, behaviour and attendance.	Essential
Knowledge and understanding of the National Curriculum, Early Years Foundation Stage Curriculum, and DFE/Ofsted documents/research pertaining to effective leadership of SEND, Inclusion, Behaviour and Attendance.	Essential
Knowledge and understanding of Child Protection and safeguarding procedures.	Essential
Understanding of and commitment to all aspects of inclusion and quality.	Essential
Personal Qualities	
To see challenges as opportunities and to thrive when working under pressure.	Essential
A leader with a flexible approach who participates effectively as part of a team.	Essential
Must be able to effect whole school change through effective leadership and management.	Essential
Must be able to manage own work load effectively and respond swiftly to tight dead lines.	Essential
Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships.	Essential
Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit.	Essential
Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others and deal with challenging questions.	Essential
To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post, including being reflective on their own practice and the practice of others.	Essential