

## Job Description

### Vice Principal

**Pay Scale: Leadership Group L13 – L18 (£57,888 - £65,310)**

### General Purpose of Job:

The Vice Principal, under the direction of the Principal, will take a major role in:

- As a member of the senior management team, formulate and implement the strategic aims and objectives of the school
- Supporting the Principal in ensuring the smooth operation of the school through the consistent application of school and OHCAT policy and procedures
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Under the direction and guidance of the Principal, be responsible for all aspects of the planning, organising, staffing, motivating, directing, and management of the school, including delivering required educational outcomes
- Carrying out any reasonable instructions given by the Principal or agreed actions via the Senior Management Team
- Ensuring the education and welfare of pupils and students in accordance with the requirements of Conditions of Employment of School Teachers
- Being responsible for providing professional leadership and management of school support staff in partnership with teaching staff, to enhance their effectiveness in order to achieve improved standards of learning and achievement in the school.
- Being responsible for all aspects of curriculum implementation across the school including management of curriculum pathways, quality of teaching and learning, behaviour and inclusion and training and development of staff teams.
- To deputise in the absence of the Principal, performing the role in their absence as outlined in part 10 of the School Teachers' pay and conditions document.

### Qualities

The Vice Principal will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

## **Duties and responsibilities**

### **School culture and behaviour**

Under the direction of the Principal, the Vice Principal will:

- To lead and support cultural and organisational change in order to promote co-operation with partner agencies and organisations and further improve the educational opportunities available to pupils.
- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Overall leadership of the Behaviour Team
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- As a Senior Management Team member, being part of 'senior on call' cover in emergencies.
- To promote the School's equal opportunity employment policy and ensure that staff and pupils understand the policies appropriate to them. To create a culture that respects all people and celebrates diversity of all kinds.

### **Teaching, curriculum and assessment**

Under the direction of the Principal, the Vice Principal will:

- To line manage the Heads of Upper and Lower School. Through them to lead, co-ordinate and manage the work of all educational staff. Ensure that realistic but challenging performance targets are set and achieved through monitoring the quality of teaching, learning, the curriculum and assessment
- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the school's holistic curriculum is up to date and in line with DfE and QCA requirements and is embedded within the school.

- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read
- Ensure that all statutory responsibilities are met in relation to Special Educational Needs and excluded pupils educated other than at school, and ensure effective transition arrangements are in place for all pupils and students.

### **Additional and special educational needs (SEN) and disabilities**

Under the direction of the Principal, the Vice Principal will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).
- To ensure effective engagement of, and consultation with, Local Education Authorities with regard to statutory special educational needs legislation.

### **Organisational management and school improvement**

Under the direction of the Principal, the Vice Principal will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Contribute to developing wider corporate strategies and activities within the school.
- Make specific contributions to the implementation of the School Development & Improvement Plan and the SEF
- Prepare and present reports and briefing papers to committees of the Governors or other relevant forums
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Accept the collective responsibility of the SMT and respect its confidentiality when this is agreed to be necessary.
- To promote effective collaboration between staff within and between departments, to ensure coherent planning, consistency of educational opportunities for pupils and students and high standards of teaching, learning and support.

- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure effective financial management for all services and budgets for which the post holder is responsible, in line with standing orders and financial regulations.
- Allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented
- Contribute to the co-operation and development of a Children and Young People's Plan for the School, in conjunction with other professional disciplines
- Contribute to the effective implementation of the Common Assessment Framework and Information Sharing and Assessment Strategy
- Ensure that confidentiality of pupil records and sensitive data is maintained at all times.
- Ensure that the school meets its obligations for GDPR regulations with regards to the holding and storing of data.

### **Professional development**

Under the direction of the Principal, the Vice Principal will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs
- Create high standards of teaching and learning within school
- Ensure there is an effective teacher development programme, adhering to the Early Career Framework for early career teachers
- high quality performance management systems
- effective systems in place to support teachers requiring improvement
- Ensure OHC&AT policies, procedures and reporting requirements are adhered to across the schools
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Use appropriate leadership styles in different situations to initiate, inspire, lead and manage people to work effectively towards common goals
- Support the Principal in the development and implementation of highly effective systems through which the performance of teachers can be supported, monitored and improved within the systems and procedures adopted by the school and Orchard Hill College & Academy Trust (OHCAT)

- Encourage and inspire colleagues in developing a research approach to improvement through the dissemination and application of effective pedagogical practice

### **Governance, accountability and working in partnership**

Under the direction of the Principal, the Vice Principal will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

### **Other Duties**

- Promote Equality and Diversity in all aspects of work
- Co-operate with the promotion and maintenance of a safe and healthy working environment and take ownership of health and safety
- Promote and consistently exemplify, both internally and externally, the values and behaviours of OHC&AT
- Carry out all duties in accordance with OHC&AT's policies and procedures

### **DECISION MAKING**

- Decisions are made as to what advice to provide to the Senior Management Team when planning developments and the presentation of a range of cost-effective options which deliver the best solutions to meet the school's needs. The post holder will recommend the best way forward to minimise risk to the school and maximise effectiveness of the solutions.
- Decisions will support the best way to progress the school's services to the Local Education Authorities in the 5 year plan, and will promote policies which are consistent with the school's ethos and culture and which meet the objectives established by the Trust and the Governors.
- Deployment of staff and actions to take to maximise staff potential and develop their careers to ensure excellent quality of teaching and learning and support to the school.
- Recommend appropriate actions in response to Government and Local Authority initiatives and ensure that the school meets its legal responsibilities to compile all statistical returns.

### **OTHER DUTIES**

- Promote Equality and Diversity in all aspects of work.

- Co-operate with the promotion and maintenance of a safe and healthy working environment and take ownership of health and safety.
- Promote and consistently exemplify, both internally and externally, the values and behaviours of OHC&AT.
- Carry out all duties in accordance with OHC&AT's policies and procedures

#### Main contacts and reason for the contact

Within St Dominic's:

Principal – to provide advice, discuss proposed School developments and needs. To receive professional direction and discuss workloads generally. To take an active role in recruitment and selection of staff when appropriate.

Senior Management Team - to share in the management of the School generally and be fully involved in the School's development planning process. To provide support and facilities for the delivery of a high quality provision.

Heads of Upper & Lower School - to provide them with line management support and direction. To receive information and feedback with respect to the quality of education, progress of various plans and developments, issues of concern or complaints. To ensure high quality induction, establish performance objectives and ensure professional development which will support and enable Heads of School to provide a high standard of leadership and exemplary practice in the School.

Governing Body – to provide advice and guidance in relation to the general provision of education to pupils. To appraise Governors of the School's plans for constant improvement which aims to provide higher quality teaching and learning. To present reports and recommendations which impact on the post holders areas of responsibility.

Teaching and support staff - to provide direction, ensure clarity of purpose and set clear objectives for the delivery of learning and teaching across the School. To establish regular classroom observation and monitoring of the quality of teaching and ensure provision of high quality professional development.

Within the wider organisation:

The Trustees – to seek guidance and provide information and feedback on School developments. To seek clarification on Trust policy and procedures in response to Government initiatives which impact on the teaching, learning and curriculum delivery.

With External Bodies:

DfE, QCA and Ofsted – to ensure that information is provided as required by various statutes; clarify details in relation to services provided. To ensure that the curriculum meets the statutory requirements and best practice.

Client Local Authorities - to discuss service developments required by clients and assess possible changes to service delivery to meet new requirements. To respond to queries regarding current provision and arrange for the investigation of any complaints or concerns.

To establish Service Level Agreements for the provision of the following services in relation to education:

Legal Services – in relation to issues which arise with a legal dimension ie employment tribunals, Special Educational Needs tribunals and planning issues, to seek contractual advice in relation to particular cases.

Health and Safety – to ensure that services and high quality advice is available to deal with difficult situations and to discuss issues of major impact to the School and its staff/pupils when related to a teaching and learning context.

## Safeguarding

St Dominic’s School is committed to providing equality of opportunity and to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The post holder will be a member of the school’s Safeguarding Team, be required to adhere to the school’s safeguarding procedures and policies and be seen to actively promote St Dominic’s safeguarding systems among staff under his/her line management.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

## Vice Principal

### Person Specification

QUALIFICATIONS AND TRAINING	
Qualified to degree level and above	Essential
Qualified teacher status	Essential
Right to work in the UK	Essential
Recent and relevant professional development	Essential
A further post-graduate qualification relevant to the post	Desirable
Relevant SEN training and qualifications	Desirable
KNOWLEDGE & EXPERIENCE	
<b>Best practice in delivery of teaching to pupils and students with complex special needs</b>	Essential
<b>School self-evaluation</b>	Essential
<b>Raising standards and monitoring success in a special school</b>	Essential

<b>Working in a multi-disciplinary team for the benefit of pupils and students</b>	Essential
<b>Speech and language difficulties</b>	Desirable
<b>Learning difficulties</b>	Desirable
<b>Autism and best practice for teaching</b>	Desirable
<b>Management of whole school projects/work stream</b>	Essential
<b>Teaching young people with learning difficulties</b>	Essential
<b>Working with parents and governors</b>	Essential
<b>Managing staff</b>	Essential
<b>Evidence of taking an active part in monitoring/evaluation of teaching and learning</b>	Essential
<b>Experience of teaching in more than one phase of education</b>	Desirable
<b>Teaching in a special school</b>	Desirable
Experience of effective and impactful leadership within a school provision.	Essential
Evidence of significant recent experience of responsibility for staff management and deployment	Essential
A proven track record of recent and successful experience of differentiating and teaching the curriculum for children with moderate learning difficulties, autism and social, emotional and behavioural difficulties.	Essential
Evidence of effective financial planning, efficient use of resources and obtaining best value for money.	Essential
Evidence of the ability to scrutinise a range of data and make recommendations about school improvement following the analysis of the same.	Essential
Evidence of supporting strategic school improvement planning and school self-evaluation.	Essential
Recent evidence of using effective strategies to raise achievement for pupils with ASD and challenging behaviour and emotional difficulties.	Essential
Evidence of the ability to lead, manage, motivate and enthuse teachers and support staff within a team context.	Essential
Experience of effective and impactful senior leadership within a specialist provision.	Desirable
<b>KNOWLEDGE AND UNDERSTANDING RELEVANT TO THE POST</b>	
Excellent understanding of current developments and best practice in teaching and learning, particularly as it relates to achieving high rates of progress for children with moderate learning difficulties, autism and social, emotional and behavioural difficulties.	Essential
Excellent knowledge of how to raise achievement in English and maths for pupils with additional learning needs, including ASD.	Essential
Broad subject knowledge of core curriculum and foundation subjects.	Essential
Understanding of effective strategies for maintaining high quality attitudes to learning and conduct behaviour within the classroom and wider school and community context.	Essential

A deep understanding of equality of opportunity issues and how they can be successfully addressed within a special school context.	Essential
Knowledge and understanding of current best practice and statutory guidelines as it relates to child protection and safeguarding.	Essential
<b>SKILLS AND ABILITIES</b>	
<b>Leadership and management skills</b>	Essential
<b>Good decision-making based on evidence</b>	Essential
<b>Time management and organisation</b>	Essential
<b>Collaborative leadership skills</b>	Essential
<b>Conflict management skills</b>	Desirable
To demonstrate the skills and understanding of high quality teaching, including ability to coach others to: <ul style="list-style-type: none"> <li>▪ Interest, encourage and engage pupils and students;</li> <li>▪ Provide appropriate levels of challenge, so that pupils and students make good progress;</li> <li>▪ Use relevant and meaningful curricula, and methods and resources that enable all pupils and students to learn effectively;</li> <li>▪ Use assessment information effectively to plan next steps in children’s learning</li> <li>▪ Make effective use of time;</li> <li>▪ Secure high standards of behaviour and outstanding attitudes to learning;</li> <li>▪ Make effective use of teaching assistants and other support;</li> <li>▪ Enable pupils and students to acquire new knowledge and skills, to develop the skills to work independently and collaboratively, and to develop self esteem and respect for others;</li> <li>▪ Create a well organised, stimulating learning environment in line with the school policies.</li> </ul>	Essential
Evidence of leadership qualities including ability to lead, manage, motivate and enthuse teachers and support staff within a team context.	Essential
A motivator and team player, who inspires confidence in staff and seeks to have positive and mutually supportive relationships with colleagues.	Essential
A confident, positive and visible leader, with the ability to build strong relationship with staff, pupils and students, families and governors.	Essential
Evidence of the ability to plan, implement and evaluate at a strategic and high level	Essential
Ability to use analytical skills to translate high level vision and planning into meaningful action.	Essential

Ability to provide a model of best practice within the classroom and other learning settings across the school.	Essential
Ability to take a leading role in the promotion of a school ethos, culture, vision and mission that promotes high achievement and standards and high aspirations for pupils and students.	Essential
Excellent communication skills, both orally and written, including with pupils, parents and carers, other staff and external agencies.	Essential
Evidence of the ability to lead high quality in-service training.	Essential
Flexible, approachable and accessible team player with a whole-team approach.	Essential
Evidence of the ability to provide leadership to a team in planning, implementing and evaluating the curriculum and raising achievement.	Essential
Exemplary interpersonal skills and empathy with others. The ability to listen to, and value, contributions of colleagues, and negotiate, persuade and build and maintain effective working relationships.	Essential
A commitment to furthering own professional development and to the principle of continuous improvement.	Essential
Concern for individual and team needs, and the ability to cater for both.	Essential
Confident and competent with a range of IT	Essential
Excellent attendance record	Essential
<b>PERSONAL ATTRIBUTES / BEHAVIOURAL COMPETENCIES</b>	
<b>Good communicator</b>	<b>Essential</b>
<b>Leader</b>	<b>Essential</b>
<b>Visionary</b>	<b>Essential</b>
<b>Self-motivated and a motivator for others</b>	<b>Essential</b>
<b>Team player</b>	<b>Essential</b>
<b>Demonstrates a management style routed in compassion and inclusivity where all staff and pupils/students are treated with dignity and respect</b>	<b>Essential</b>
<b>Change orientated</b>	<b>Essential</b>
<b>Ability to combine effectiveness, humour, friendliness and warmth</b>	<b>Essential</b>
<b>Commitment to promoting the ethos, mission, vision and values of the school, and becoming a valued member of, and contributor to, the whole school community.</b>	<b>Essential</b>