

Job Description

Job Title	Assistant Vice Principal
Grade	Leadership Scale
Responsible To	Vice Principal / Principal
Staff Managed	Subject Leaders / Directors of Learning / Middle Leaders
Job Family	Teaching - Senior Leadership
Job Context	This role is to assist the Vice Principal/Principal and will also be required to undertake an appropriate programme of teaching as required.
Accountabilities / Main Responsibilities	
Strategic Planning	<ul style="list-style-type: none"> ● Undertake an area of whole school responsibility, as determined by the principal. ● Establish and lead protocols in area of whole school responsibility ● Carry out effective self-evaluation for the area of responsibility ● Develop and implement a clear development plan in response to self-evaluation ● Develop and implement relevant quality assurance processes ● Lead, inspire and support staff by setting and maintaining high professional standards ● Provide regular feedback for colleagues in a way which recognises good practice and supports their progress ● Implement effective CPD focused on the area of responsibility ● Report to governors as required ● Contribute to Trust developments
Operational Issues	<ul style="list-style-type: none"> ● Be a highly visible presence around the school and role-model expectations and standards to staff and students ● Motivate and work with others to create a shared culture and positive climate, acknowledging the responsibilities and celebrating the achievements of individuals and teams ● Ensure that the ethos, values and goals of the school, as reflected in the school improvement plan, are communicated positively to colleagues, parents, the community and learners ● Maintain confidentiality as appropriate ● Prioritise, plan and organise themselves and others to make professional, managerial and organisational decisions based on informed judgments ● Adopt a solutions focussed approach to remove barriers ● Develop and maintain a culture of high expectations and take appropriate action when performance is unsatisfactory ● Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation ● Review own practice, set personal targets and take responsibility for own personal development including managing own workload and that of others to allow an appropriate work/life balance ● Be a highly visible presence around the school and role-model expectations and standards to staff and students ● Comply with Trust policies and procedures

<p>Communications</p>	<ul style="list-style-type: none"> ● Develop systems to enhance communication in an area of responsibility. ● Ensure that all teachers are familiar with and use data effectively to promote progress and positive learning conversations with students ● Ensure effective communication, as appropriate, with the parents/carers of students. ● Contribute to the high quality production of relevant school documentation ● Attend internal and external meetings and contribute to the effective communication within School and with external agencies ● Prepare/present reports to relevant governor committee meetings as appropriate
<p>Resource / People Management</p>	<ul style="list-style-type: none"> ● Identify resource needs and contribute to the efficient /effective use of physical resources ● Work with other leaders to ensure staff development needs are identified and appropriate programmes designed to meet such needs ● Contribute to appraisal and to act as reviewer for a group of staff and help develop and enhance the teaching practice of others through support and appraisal ● Promote teamwork and motivate staff to ensure effective working relations ● Hold regular meetings within line management structure ● Attend and contribute to appropriate meetings including SLT meetings ● Assist in the effective recruitment of staff to the school ● Work with the Vice Principal/Principal and external training providers to ensure the impact of programmes have an effect on student outcomes.
<p>Safeguarding</p>	<ul style="list-style-type: none"> ● Be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate ● Maintain confidentiality as appropriate ● Have an awareness and basic knowledge where appropriate of the most recent safeguarding legislation.
<p>Systems and Information</p>	<ul style="list-style-type: none"> ● Use quality assurance outcomes and data to inform planning ● Analyse and evaluate relevant data and produce reports for relevant staff/stakeholders ● Produce Teaching and Learning materials to support and inform stakeholders about area of responsibility. ● Use data to determine progress of key indicators within the area of responsibility. ● Analyse and evaluate performance data and produce reports for relevant staff/stakeholders.
<p>Planning and Organising</p>	<ul style="list-style-type: none"> ● Ensure plans are in place for the area of responsibility with clear termly milestones ● Monitor progress against milestones in the development plan ● Comply with Trust policies and procedures
<p>Data Protection</p>	<ul style="list-style-type: none"> ● Comply with Trust policies and supporting documentation in relation to Information Governance including Data Protection, Information Security and Confidentiality. ● Know about data protection issues in the context the role
<p>Health and Safety</p>	<ul style="list-style-type: none"> ● Implement 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.

<p>Equalities</p>	<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 own understanding of equality issues.
<p>Flexibility</p>	<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
<p>Customer Service</p>	<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.

Person Specification

Job Title	Assistant Vice Principal	
Grade	Leadership Scale	
Responsible To	Vice Principal / Principal	
Staff Managed	Subject Leaders / Directors of Learning / Middle Leaders	
Job Family	Teaching - Senior Leadership	
	Essential	Desirable (if not attained, development may be provided for successful candidate)
Knowledge		
<ul style="list-style-type: none"> ● A proven track record of securing improvement in the quality of teaching and learning and/or inclusion ● Financial awareness and the ability to understand, plan and manage the budget ● The ability to analyse and interpret complex information and explain key elements in simple terms ● High expectations when managing, developing, inspiring, challenging and motivating staff ● Commitment to working with other schools, organisations and agencies ● An understanding of the legislation relating to SEND and to KCSIE (including Prevent and British Values) ● Ability to delegate work and support colleagues in undertaking responsibilities ● Knowledge of a range of teaching and learning strategies to meet the needs of children and how to use/implement them 		

Experience	
<ul style="list-style-type: none"> ● Experience of Leadership at Middle or Senior Level ● Experience of using all relevant data to drive school improvement ● Experience of developing a curriculum or an aspect of inclusion which is personalised to the needs of the children ● Substantial experience of leading school initiatives or staff teams ● Experience of performance management and supporting the CPD of colleagues ● Experience in creating an effective learning environment and practice relating to behaviour management ● Experience of effective monitoring and evaluation of teaching and learning/inclusion 	<ul style="list-style-type: none"> ● Previous experience of working and bringing about positive change in a challenging school ● Successful involvement in staff recruitment, appointment and induction ● Experience of working effectively with a wide range of ability range (including SEND and more able children)
Occupational Skills	
<ul style="list-style-type: none"> ● A proven track record of raising achievement ● Ability to manage and resolve conflict ● Ability to remain calm, positive and enthusiastic when working under pressure ● Excellent interpersonal and communication skills to engage a range of audiences to inspire and motivate stakeholders in order to achieve the aims of the school including staff, children, parents, governors, local authority and external agencies ● An understanding, awareness and empathy for the needs of the pupils and how these could be met 	
Qualifications	
<ul style="list-style-type: none"> ● Qualified Teacher Status ● Has undertaken sustained professional development in relation to teaching, learning and curriculum 	<ul style="list-style-type: none"> ● Evidence of further professional qualifications and training ● Has achieved or is working towards gaining NPQSL ● Appropriate first aid training (<i>dependant on the school's needs</i>)
Other Requirements	

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| <ul style="list-style-type: none">● Enhanced DBS clearance● Ability to organise work, prioritise tasks, make decisions and manage time effectively● An understanding of the developments and requirements of the National Curriculum● A belief in the importance of extracurricular opportunities for all children● Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management● High expectations for children's learning and attainment alongside high expectations for all● Ability to provide a safe, calm and well-ordered environment to facilitate excellent behaviour | |
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