

VICE PRINCIPAL JOB DESCRIPTION

Job Title:	Vice Principal – Quality of Education, Curriculum & Assessment
Grade:	Leadership Group
ISR Range:	L16 – L20
Accountable to:	Dove House Academy Principal

JOB PURPOSE

The postholder will be an effective system and academy leader working across the Solent Academies Trust family of schools as well as within Dove House and will be an ambassador for the Trust.

Under the leadership of the Principal the postholder will provide leadership and strategic direction for the academy by:

- Supporting the Principal to secure high standards in the quality of education and pupil outcomes, pupils' personal development and well-being, behaviour and attendance and in the leadership and management of the academy.
- Providing high quality leadership and management that will contribute to the development of a high achieving learning community where high expectations are tangible, and a culture of educational excellence is evident.
- Providing every pupil with a high-quality education and life experience, which promotes the highest possible standards of achievement and ensures they leave Dove House ready for the next stage in their life.
- Supporting the building of leadership and staffing capacity at Dove House, reflecting the SAT ambition to be an employer of choice.
- Preparing, leading and supporting specific areas of accountability in relation to internal and external audits including Ofsted and other audits e.g. health and safety, safeguarding, Challenge Partners, etc. as appropriate.
- Deputising for the Principal and leading the academy in their absence.

PRINCIPAL ACCOUNTABILITIES

Leadership

- Lead and be accountable the key strategic areas of Curriculum & Teaching, Pupil Achievement, and Assessment for all pupils in KS3 and KS4 and students in the Post-16. These principal areas of accountability may be changed by consultation with the postholder to maximise impact, support the best interests of the academy and ensure the ongoing professional development of staff.
- Ensure the academy's curriculum is aspirational, progressive and sequential, adapted to individual needs and supported by high-quality schemes of work and a range of engaging resources
- Ensure high standards of planning, teaching and assessment throughout the academy by implementing and leading a rigorous quality assurance programme through monitoring, evaluating, challenging and developing staff and modelling excellent practice through their own teaching.
- Be responsible for line managing and leading the appraisal process of one or more members of staff across the academy, including an Assistant Principal for Pupil Progress, Wider Leaders, Post-16 Lead and an HLTA Exams Officer
- Have oversight for the academy's CEIAG provision, ensuring it is relevant and legally compliant

- Have oversight of reporting arrangements
- Ensure staff at Dove House have sufficient confidence, knowledge and skills to foster high standards of teaching, and of learning support, by planning, leading, organising and reviewing continuous professional development activities in the key strategic area of Quality of Education, Curriculum & Assessment, and work collaboratively with colleagues across the Trust on professional development activities that benefit pupils and staff at other Solent academies.
- Be responsible for timetabling and have oversight of daily staffing

Provision and Standards

- Set, lead and maintain the culture of high expectations and ambition for the academic and other outcomes for pupils at Dove House.
- Ensure pupil progress is reflected in the provision of a suitable breadth of external accreditations at Key Stage 4 and Post-16 and that this supports progression to suitable FE course at post-16 and post-18.
- To monitor, evaluate and review classroom practice and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective support and intervention is provided.
- Collate, analyse and publish all required data on the key strategic inspection areas of Achievement and Curriculum & Teaching, using the same to inform judgements as to standards of planning, teaching, learning and assessment and academy improvement planning.
- Be responsible for the Curriculum & Teaching, and Achievement section of the academy's self-evaluation form and school improvement plan, and all pertinent sections of the data dashboard.
- Report to the Principal, Trust leaders, academy committee and provide information to Trust board via Director of School Improvement on standards of planning, teaching, learning and assessment in the academy.
- Oversee and quality assure the construction, dissemination and review of intervention plans to support the academic progress of pupils where provision is required over and above that normally available at Dove House.
- Liaise with the academy's Alternative Provision Coordinator to retain oversight of the academic progress of pupils being educated at alternative providers.
- Design and implement personalised qualification / accreditation KS4 pathways for all learners, including for students who require a curriculum broader than that which is ordinarily available at DHA, e.g. college 14-16 programs
- Work closely with the Trust Director for School Improvement to ensure Dove House's systems and processes are consistent with overarching Trust policies.
- Work closely with the Trust Director of Learning & Development to ensure teaching strategies and approaches at Dove House are research-informed and that the academy contributes to research on best practice for teaching children with learning disabilities.

Safeguarding and Child Protection

- Be a deputy Designated Safeguarding Lead for Dove House.
- Contribute to the management of safeguarding and child protection cases via attendance at weekly Safeguarding Team meetings, supporting the equitable workload amongst DSLs.
- Work closely with the Trust Strategic Lead for Safeguarding to ensure Dove House's systems and processes are consistent with overarching Trust policies.

The role of senior leaders encompasses but exceeds the specific tasks assigned. The following are general expectations of all senior leaders within Dove House

- To show commitment to the rigorous continuous improvement of the academy.
- To contribute to, and actively support and promote, decisions made by the Leadership Team.
- To maintain a high profile around the school during the day and be part of the SLT duty rotas.
- To encourage and support staff at all times.

- To be proactive and creative in anticipating and solving problems, responding with sensitivity and flexibility to meet the constantly changing demands of the role and the academy.
- To be an effective communicator, verbally and in writing.
- To play a major role, under the direction of the Principal and in collaboration with other members of the SLT, in formulating, reviewing and revising the school improvement plan.
- To work with the team of DSLs to ensure that the academy remains fully committed to safeguarding students.
- To demonstrate, and consistently articulate, high expectations of pedagogy and classroom practice.
- To ensure strict confidentiality in all areas of work and ensure all elements of GDPR are implemented and upheld in a way that protects the safety and security of the academy and Trust's information.
- Support the Principal in ensuring that high quality education provision is available to all students regardless of race, religion, sexual orientation, gender, disability, economic background or special educational needs.
- Support the Principal in the development of a sustainable culture where pupils feel safe and confident and can attain their maximum educational outcomes.
- Develop, support and sustain a culture of positive pupil attendance, engagement and behaviour across the academy.
- Deal with any immediate problems or emergencies according to the academy's operation, policies and procedures.
- Respect confidential issues linked to home/pupils/teacher/academy work.
- Comply with the Trust and academy's child safeguarding procedures, including regular liaison with the Trust's strategic lead for safeguarding.
- Comply with the Trust and academy policies and procedures at all times.
- Undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

The Vice-Principal may have a teaching commitment commensurate with the wider demands of the role as and when required at the direction of the Principal.

Signed:

Date:

Name:

Postholder

Signed:

Date:

Name:

Principal

Person Specification – Vice-Principal (Quality of Education, Curriculum, Assessment)

<u>Criteria</u>	<u>Essential</u>	<u>Desirable</u>	<u>Evidence from:</u>
Qualifications and professional development	<ul style="list-style-type: none"> » Qualified teacher status » Degree level qualification » Evidence of sustained and relevant professional development in leadership, curriculum, teaching, or assessment 	<ul style="list-style-type: none"> » Qualification in special education » A postgraduate or leadership qualification » 	Application form
Experience	<ul style="list-style-type: none"> » Evidence of recent senior leadership experience » Experience of whole-school data analysis to inform self-evaluation and school improvement » Experience of teaching pupils with learning disabilities, including pupils with severe learning disabilities » Recent experience of strategic and impactful school improvement » Line management experience with evidence of developing staff and improving performance » Effective collaboration with parents, governors/trustees, and multi-agency partners 	<ul style="list-style-type: none"> » Experience of developing assessment systems » Experience of managing and developing quality assurance systems » Evidence of leading whole-school staff development » Experience of constructing a whole-school timetable » Experience of leading or contributing to whole-school curriculum design 	
Knowledge and understanding	<ul style="list-style-type: none"> » Solid understanding of high-quality curriculum design 	<ul style="list-style-type: none"> » Knowledge of whole-school administration systems that support teaching and learning 	

	<ul style="list-style-type: none"> » Good knowledge of evidence-based teaching and learning strategies for children with SEND » Understanding of assessment principles and their role in improving learning » Knowledge of effective approaches to meeting diverse learning needs » Understanding of current educational policy and inspectorate expectations » Understanding of effective performance management and staff development 	<ul style="list-style-type: none"> » Understanding of organisational change and improvement methodologies 	
<p>Personal qualities and leadership</p>	<ul style="list-style-type: none"> » Ability to challenge underperformance and support colleagues to improve » Demonstrate a flexible attitude and an innovative approach to managing complex issues » Commitment, enthusiasm and drive to achieve » Effective presentation and communication skills » Ability to create, sustain and develop team working » Demonstrate the ability to lead and to manage change, showing empathy to the various stakeholders » Ability to work under pressure » Ability to delegate effectively » Show a proven commitment to the development of all staff 	<ul style="list-style-type: none"> » Ability to lead and manage whole-school change projects » Ability to communicate effectively with governors and trustees 	<p>Application form</p> <p>Interview</p> <p>Reference</p>

Safeguarding		<ul style="list-style-type: none">» Experience as a DSL or deputy DSL» Experience of investigating allegations and complaints» Safer Recruitment trained	
--------------	--	--	--