



## **Job Description for Vice Principal, Hollis Academy: Quality of Education & Achievement and Outcomes**

**Reports to: Principal Hollis Academy**

**Leadership Scale 12-16**

### **Job Purpose**

- Further the aims of HSAT by supporting the Chief Executive Officer, Deputy CEO and Principal in the overall management and leadership of Hollis Academy
- Contribute to the development of the aims and objectives and ethos of the Academy in line with HSAT's overall vision and direction
- Assist in the smooth running of the Academy through contributing to the day-to-day management of Hollis Academy, and ensure that policies and procedures are followed and implemented
- Assume responsibility for leading and managing the Academy in the absence of the Principal, as directed by the Principal and/or Chief Executive/DCEO
- Contribute to leadership decisions on all aspects of policy, development and organisation
- Take a significant role in the preparation and implementation of the Academy Improvement Plan
- Assume effective budgetary responsibility associated with the post and adhere to all HSAT's financial guidance to ensure financial probity
- Lead on approaches to the development and delivery of the curriculum, teaching, learning and assessment, and take responsibility for the monitoring and evaluation of practice in order to promote the attainment and achievement of all students
- Support teachers to use data to track student progress and ensure positive outcomes for all learners
- Promote and ensure effective communication and professional links within the Academy and across HSAT
- Along with other senior leaders, lead and implement HSAT's approach to appraisal and review, and line-manage and appraise identified staff
- Contribute to the overall Academy evaluation, and take specific responsibility for reporting on the quality of education and achievement and outcomes within the SEF
- Promote student well-being by ensuring safeguarding compliance
- Undertake a teaching role within the Trust as identified by the Principal

### **Key Duties - Leadership and Management**

- Work with the Principal to devise relevant support packages required to create an environment within which students are enabled to achieve their full potential
- Work with the Principal to devise relevant timetables required to support implementation of the range of curricular pathways
- Ensure appropriate deployment of staff to meet timetable requirements on a daily basis
- Review and update curricular policies in light of national developments and legislative requirements, including networking with other schools
- Ensure that all staff manage their agreed curricular budget appropriately
- Along with other senior managers, contribute to consistent and effective management of the behaviour of students in line with the Academy approaches to pastoral care
- Act as a positive role model to staff, promoting expectations of high standards and staff integrity
- Lead on and support Trust and Academy events as appropriate
- Act as a mentor to colleagues as appropriate and encourage collaboration, cooperation and teamwork
- Lead, implement, monitor and evaluate the impact of external quality marks such as Rights Respecting Schools
- Link with Accreditation and Examination Boards and ensure that HSAT's Exams Officer has relevant information for student registration

### **Key Duties – Quality of Education**

- Lead and direct all staff to plan, design and implement curricular plans that meet the needs of all students
- Monitor teachers' mid-term plans to ensure that all staff are implementing the agreed curriculum
- Demonstrate high quality teaching and lead and develop the teaching practice of other staff
- Implement and monitor the Quality of Education Schedule
- Monitor and evaluate the quality of the learning environment to ensure it promotes effective teaching, learning and assessment
- Ensure teaching groups are appropriate
- Review the quality of the range of learning activities and ensure that all assessments are effectively implemented
- Ensure that a high quality educational experience is available for all children and young people
- Organise and implement the curriculum and its assessment. Through monitoring and evaluation, identify and act on areas of improvement.
- Build a personalised curriculum with individualised learning support, by overseeing the Academy's PLC (Pupil Learning Centre)
- Develop an inclusive and supportive approach so that the Academy is a place where all pupils feel welcome and safe
- Ensure that effective and appropriate pastoral and spiritual support is available to pupils

- Establish creative, responsive and effective learning in all curriculum areas
- Establish a flourishing enrichment programme
- Ensure the successful creation, implementation and development of extra and cross curricular activities to enrich and broaden pupils' experience
- Create a culture of challenge, support and high expectations.
- Ensure robust analysis of assessment data that informs effective planning and teaching and ensures student progress – reference to specific subject areas (core subject: Maths and others)
- Co-ordinate target setting and the implementation of student targets – linked to subject areas
- Use student performance data to guide and inform parents/carers as required during review meetings
- Monitor teaching, learning and assessment through evaluating teacher plans and records, teaching observations, work scrutiny and team teaching to raise attainment and achievement – linked to subject areas
- Have an overview of all accreditations within the Academy, maintain records appropriately, and implement new accreditation as needed – linked to subject areas
- Monitor and evaluate all data to inform school self-evaluation (reporting on SEF and data reports presented)
- Identify the development needs of staff and link with the Professional Learning Lead to ensure high quality teaching and learning
- Create strong partnerships with Trust colleagues in order to share best practice

### **Key Duties – Achievement and Outcomes**

- Articulate and ensure the Academy has the highest ambition for the progress, attainment and spiritual development for every child.
- Address the needs and aspirations of each student through personalised learning and mentoring
- Use assessment data to set and monitor challenging targets.
- Ensure structures deliver pupil progression, attainment and achievement
- Support the Principal and Trust colleagues to implement robust Academy Self-Evaluation and quality assurance procedures
- Aspire for all students to achieve or go beyond expected outcomes through robust target setting, strong curricular delivery and appropriate accreditation pathways

### **Key Duties - SENCO**

- Lead and direct all staff to plan, design and implement programmes and pathways that meet the needs of all students
- Work with the Principal to devise relevant support packages required to create an environment within which students are enabled to achieve their full potential
- As directed by the Principal, lead staff briefings and meetings with particular reference to teaching and learning/SEN strategies

- Work with the Senior Leadership Team and teachers to plan and design appropriate intervention packages
- Monitor and evaluate the intervention programmes offered in addition to the curriculum, teachers' plans and records, behaviour strategies – linked to specific identified tutor groups
- Ensure effective management of the EHCP process, through the chairing of review meetings, the setting of meaningful targets and close liaison with lead professionals and parents/carers.
- Create and develop links with lead professionals.
- Act as an ambassador for CYPIOC, operating as the Academy's Designated Teacher for CYPIOC and be responsible for leading on Looked After Children

### **Additional duties**

- Support the Principal of the Hollis Academy in the management and delivery of Professional Learning
- Chair SEN reviews as required
- Undertake Designated Safeguarding Officer Training with the Trust's Safeguarding Lead to ensure effective implementation of policy and practice within the Academy.
- Undertake leadership duties within the Academy and across HSAT as required
- Link with other professionals in support of students
- Conduct RTW interviews for teaching staff

### **Conditions of Service**

This job description is framed within the national standards for school leadership and should be read in conjunction with those standards.

You are required to carry out the duties of a school teacher as set out in the School Teachers' Pay and Conditions Document.

You are required to carry out such professional duties which form part of the School Teachers' Pay and Conditions Document. The working time provisions applicable to teachers, do not apply to the post of Vice Principal.

There will be a requirement to teach up to 0.6 sessions in a working week; this figure may change according to the demands of the timetable.

PERSON SPECIFICATION – Vice Principal Hollis Academy- Quality of Education & Achievement and Outcomes

ESSENTIAL				DESIRABLE		
	Criterion No.	Attribute	Stage Identified	Criterion No.	Attribute	Stage Identified
<b>Qualifications &amp; Education</b>	E1	DfE recognised Teaching Qualification	AF/C	D1	Senior Leadership qualification (NPQSL)	AF/C
				D2	Evidence of recent continued professional development that is relevant to the post- i.e. The National Award for SEN Coordination (NA SENCO)	AF/C
<b>Experience &amp; Knowledge  (Teaching, Learning and Assessment)</b>	E2	Significant experience of teaching at secondary school level	AF//R	D3	Experience of working in a special education needs school	AF//R
	E3	Experience of working with students with special education needs, and associated learning and social difficulties.	AF//R			
	E4	Experience of successful curriculum leadership including monitoring, evaluating and target setting	AF//R/P			
	E5	Experience of working well in partnership with staff, governors, children, parents and the wider community	AF//R			
	E6	Ability to understand the characteristics of successful behaviour management	AF//R			
	E7	Experience of delivering a diverse curriculum to meet the needs of all learners	AF//R			
	E8	Evidence of leadership in developing teaching and learning strategies	AF//R			

ESSENTIAL				DESIRABLE		
	Criterion No.	Attribute	Stage Identified	Criterion No.	Attribute	Stage Identified
	E9	Knowledge of alternative curricular/vocational opportunities for a range of students.	AF//R			
	E10	Experience of dealing with, and knowledge of the safeguarding arrangements for children.	AF//R			
	E11	Understanding of and commitment to promoting and safeguarding the welfare of children.	AF//R			
<b>Skills</b>	E12	Exemplary classroom practitioner and role model for excellent teaching and learning	AF//R/O	D4	Example of transformational and inspirational leadership	AF//R
	E13	Able to analyse and interpret, identify trends and develop appropriate support and intervention strategies for improvement	AF//R/P			
	E14	Ability to work collaboratively with partners	AF//R			
	E15	Awareness of a range of school improvement strategies and the ability to implement these.	AF//R			
	E16	Experience of leadership in difficult situations	AF//R			
	E17	Ability to delegate work and support colleagues in undertaking responsibilities	AF//R			

ESSENTIAL				DESIRABLE		
	Criterion No.	Attribute	Stage Identified	Criterion No.	Attribute	Stage Identified
	E18	Has a good understanding of school self-evaluation and improvement planning	AF/R			
	E19	Has a good understanding of current educational initiatives and relevant legislation	AF//R			
	E20	Effective verbal and written communication skills	AF//R			
	E21	Effective ICT/new technology skills	AF//R			
	E22	Ability to work creatively and collaboratively	AF//R			
	E23	Ability to organise work, prioritise tasks and manage time effectively	AF//R			
<b>Personal Attributes</b>	E24	Ability to inspire, motivate and innovate	AF//R			
	E25	Commitment to pupils learning, wellbeing and safety	AF//R			
	E26	Commitment to equality	AF//R			
	E27	Resilient under pressure	AF//R			
	E28	Ability to remain positive and enthusiastic	AF//R			
	E29	Proven leadership qualities to motivate and inspire others	AF//R			
	E30	Deals with difficult situations effectively	AF//R			
	E31	Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community	AF//R			

ESSENTIAL				DESIRABLE		
	Criterion No.	Attribute	Stage Identified	Criterion No.	Attribute	Stage Identified
	E32	High degree of motivation for working with children and young people	AF//R			
<b>Special Requirements</b>	E33	Ability to form and maintain appropriate relationships and personal boundaries with children	AF//R			
	E34	Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	AF//R			

Key – Stage identified	
A	Application Form
C	Certificates
O	Observation
I	Interview
P	Presentation / Task
R	References

Issues arising from references will be taken up at interview; all appointments are subject to satisfactory references