



Job Description for Vice Principal

Location: Mo Mowlam Academy

Leadership Scale 12-16

Reports to: Principal

About us:

Mo Mowlam Academy is a specialist school catering for children and young people with Social, Emotional, and Mental Health (SEMH) needs aged 5-16 years old. We are dedicated to providing a supportive, inclusive, and nurturing environment where every student can thrive and reach their full potential. Our staff are passionate about making a positive difference in the lives of our students, and we are looking for an inspiring and dedicated Vice Principal to join our Secondary leadership team.

Job Purpose

The Vice Principal will play a pivotal role in realising our vision of *Providing Infinite Opportunities* for every student, fostering a culture of inclusivity, innovation, and growth that empowers all learners to reach their fullest potential, both academically and socially.

The Vice Principal will work closely with the Principal to provide strong leadership and management within the school, ensuring that all students receive a high standard of education, care, and support. The Vice Principal will play a key role in developing and implementing strategies to promote positive behaviour, wellbeing, and academic achievement for students with SEMH needs. The successful candidate will have a strong understanding of the challenges faced by students with SEMH and be committed to fostering a safe, inclusive, and positive learning environment.

Key Duties

Leadership and Management

- Support the Principal in the overall strategic direction of the school, including the development and implementation of policies and initiatives aimed at improving student outcomes.
- Contribute to the development of the aims and objectives and ethos of the Academy in line with HSAT's overall vision and direction

- Further the aims of HSAT by supporting the Chief Executive and Principal in the overall management and leadership of Mo Mowlam Academy
- Lead and manage staff, providing clear guidance, support, and professional development opportunities.
- Monitor and evaluate the effectiveness of teaching, learning, and student support strategies, ensuring continuous improvement.
- Deputise for the Principal in their absence, including taking on a leadership role in the absence of the Principal.
- Assist in the smooth running of the Academy through contributing to the day-to-day management of Mo Mowlam Academy, and ensure that policies and procedures are followed and implemented.
- 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.
- 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 performance management and review, and line-manage and appraise identified staff.
- Contribute to the overall Academy evaluation
- 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.

Student Support and Wellbeing:

- Ensure that students with SEMH needs receive appropriate academic, emotional, and social support to promote their personal development and wellbeing.
- Lead initiatives to support positive behaviour and mental health, working closely with pastoral staff, external agencies, and parents/carers.
- Develop and maintain effective systems for monitoring and supporting student progress, attendance, and behaviour.
- Promote a safe and supportive learning environment by integrating attachment aware strategies and trauma informed practices to foster emotional resilience and academic success.

Curriculum Development and Implementation:

- Work with senior leaders to ensure that the curriculum is tailored to meet the needs of students with SEMH, offering a range of engaging and challenging opportunities.

- Promote a holistic approach to learning, ensuring that personal development, resilience, and life skills are embedded throughout the curriculum.
- Support teachers in differentiating lessons to meet the individual needs of students.
- Lead on approaches to the development and delivery of the curriculum, teaching, learning and assessment, and take responsibility for the monitoring and evaluation of specific programmes of study.
- Support teachers to monitor the progress of individuals and groups of students.
- 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.
- Lead and direct all staff to plan, design and implement curricular pathways that meet the needs of all students, leading on personal development
- Alongside other leaders, monitor teachers' mid-term plans to ensure that all staff are implementing the agreed range of curricular pathways
- 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.
- Demonstrate high quality teaching and lead and develop the teaching practice of other staff
- Act as a mentor to colleagues as appropriate and encourage collaboration, cooperation and teamwork
- Work alongside leaders to monitor and evaluate the quality of the learning environment to ensure it promotes effective teaching, learning and assessment
- Ensure teaching groups are appropriate
- Work with other leaders to review the quality of the range of assessments and ensure that all assessments are effectively implemented
- Work with other leaders to ensure robust analysis of assessment data that informs effective planning and teaching and ensures student progress.
- Co-ordinate target setting and the implementation of student targets, including EHCP targets.
- Contribute to the production, review and implementation of Education, Health and Care Plan (EHCPs) to support the individual needs of students.
- Contribute to the Work with other leaders to have an overview of all accreditations within the Academy, maintain records appropriately, and implement new accreditation as needed.
- Work with other leaders to monitor and evaluate all data to inform school self-evaluation.
- Identify the development needs of staff and link with HSAT'S Vice Principal on Professional Learning to ensure delivery of good quality of education.

Safeguarding and Pastoral Care:

- Ensure that the school's safeguarding policies and practices are followed rigorously, promoting a safe and supportive environment for all students.
- Lead on the development of effective safeguarding strategies, liaising with external agencies as necessary.
- Provide leadership in managing complex pastoral issues, offering advice and guidance to staff, students, and families.
- Promote student well-being by ensuring safeguarding compliance.
- 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

Communication and Stakeholder Engagement:

- Establish and maintain positive relationships with parents, carers, and the local community, ensuring that they are kept informed about students' progress and school activities.
- Act as a key point of contact for parents and external professionals regarding student wellbeing and progress.
- Represent the school at meetings, conferences, and forums as required.
- Lead on and support Trust and Academy events as appropriate

Additional duties

- Undertake leadership duties within the Academy and across HSAT as required
- Link with other professionals in support of students

Conditions of Service

This job description is framed within the national standards for school leadership and should be reading 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 2024

You are required to carry out such professional duties which form part of paragraph 48 of the School Teachers' Pay and Conditions Document 2024. 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 (Teaching, Learning and Assessment)

ESSENTIAL				DESIRABLE		
	Criterion No.	Attribute	Stage Identified	Criterion No.	Attribute	Stage Identified
Qualifications & Education	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	AF/C
Experience & Knowledge (Teaching, Learning and Assessment)	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, in particular SEMHD and associated learning difficulties.	AF//R	D4	Experience and awareness of Attachment Aware and Trauma Informed practices and/or THRIVE approach	AF//P
	E4	Experience of successful curriculum leadership including monitoring, evaluating and target setting (Quality Assurance)	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, in particular those with SEMHD	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			
Skills	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			

ESSENTIAL				DESIRABLE		
	Criterion No.	Attribute	Stage Identified	Criterion No.	Attribute	Stage Identified
	E17	Ability to delegate work and support colleagues in undertaking responsibilities	AF//R			
	E18	Has a good understanding of school self-evaluation and improvement planning	AF/R			
	E19		AF//R			
	E20	Has a good understanding of current educational initiatives and relevant legislation	AF//R			
	E21	Effective verbal and written communication skills	AF//R			
	E22	Effective ICT/new technology skills	AF//R			
	E23	Ability to work creatively and collaboratively	AF//R			
		Ability to organise work, prioritise tasks and manage time effectively				
Personal Attributes	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			

ESSENTIAL				DESIRABLE		
	Criterion No. E31	Attribute Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community	Stage Identified	Criterion No.	Attribute	Stage Identified
	E32	High degree of motivation for working with children and young people	AF//R			
Special Requirements	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	
AF	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