



Job description and Person Specification

POST TITLE: Vice Principal

SALARY: competitive

RESPONSIBLE TO: Principal

To support the Principal and Senior Team in the strategic and operational leadership and management of the Academy, promoting its ethos and culture and acting as an ambassador for the Academy. With other members of the senior and extended leadership team, the Vice Principal will undertake a range of organisational and supervisory duties and to discharge routine leadership functions such as taking assemblies, dealing with student behavioural issues and line managing other staff. With training if necessary, the Vice Principal should be able to assume responsibility and deal with day to day matters in the absence of the Principal. In addition, senior leaders are expected to make a contribution to Heanor Gate Science College and John Port Spencer Academy, and support, where necessary, any of the Spencer Academies Trust schools.

Corporate Responsibility

Every member of the Leadership and Extended Leadership Team:

- Seeks opportunities to maintain the Academy and the wider trust at the forefront of educational practice
- Fully exploits the strengths of being part of a multi academy trust for the benefit of students and staff working at the Academy
- Continues to develop the ethos of the Academy and The Spencer Academies Trust to champion innovation
- Undertakes such actions as are necessary to carry out designated whole Academy roles effectively and to a high standard
- Provides a highly effective and efficient service for staff and students
- Uses their influence with staff and students to promote high standards and expectations of academic work, behaviour and attitudes within the Academy
- Fosters and sustains a culture of enterprise and creativity in all aspects of the Academy's operation.
- Contribute to outreach school improvement within The Spencer Academies Trust.

The specific responsibilities of the post will be dependent on the strengths of the successful candidate and we welcome applications from both curriculum and pastoral backgrounds. The post is suitable for both existing and aspiring senior leaders.

VICE PRINCIPAL - Person Specification

	Essential Requirements	Desirable
Education and Qualifications CPD	<ul style="list-style-type: none"> • Qualified Teacher Status (A) • Evidence of appropriate professional development (A) 	<ul style="list-style-type: none"> • Graduate: Good Honours Degree(A) • Further degree (A) • In-service training in leadership & management (A)
Experience	<ul style="list-style-type: none"> • Proven track record of excellent classroom practice (A/I) • Evidence of successful leadership of a faculty or section of the school (A/I) • Whole school responsibility or significant contribution to whole school initiatives (A/I) • Experience of contributing to effective professional development of staff (A/I) 	<ul style="list-style-type: none"> • Experience in large secondary school (A/I) • Sixth form experience (A/I)
Knowledge & Understanding	<ul style="list-style-type: none"> • A clear educational philosophy (A/I) • Ability to see the big picture, think strategically and maintain a hands on approach (A/I) • Understanding of educational developments, including Post 16 (A/I) • Good knowledge and understanding of pedagogy and how to help students learn, effective learning strategies and the ability to apply this to everyday teaching (A/I) • Knowledge of Every Child Achieves (A/I) • Good understanding of effective guidance and pastoral systems (A/I) • Effective disciplinarian – commands respect e.g. assemblies (A/I) • Ability to support others with behaviour management strategies(A/I) 	<ul style="list-style-type: none"> • Involvement in whole school initiative(s) (A)
Teaching and Learning	<ul style="list-style-type: none"> • Commitment to and ability to raise achievement for all (A/I/R) • Proven track record of raising academic standards, good examination results and delivery against targets (A/I/R) • Experience of implementing a range of effective intervention strategies (A/I/R) • Able to use data to inform teaching, for target setting and improving performance (A/I/R) • Role model as excellent classroom practitioner – capable of delivering consistently good to outstanding lessons, using a range of teaching and learning strategies and using effective behaviour management (A/I/R) • A student centred, inclusive, positive, "can do" approach to learning (I) 	<ul style="list-style-type: none"> • Experience of monitoring and evaluating classroom practice through regular observations (A/I/R)

	<ul style="list-style-type: none"> • Proven track record of improving teacher performance (A/I/R) • Committed to ensuring excellent standards of behaviour at all times (A/I/R) • Good use of new technologies as a tool for learning (A/I) • Strong emphasis on relevance to the world of teaching. (I) • Excellent lesson evaluation skills (A/I) 	
Leadership	<ul style="list-style-type: none"> • Excellent leadership and management skills in line with the national standards, including interpersonal, communication, organisational, administrative and ICT skills (A/I) • Ability to lead, provide the big picture and whole school perspective and command respect (I/R) • Highly motivated and able to motivate and inspire staff and students (A/I/R) • Ability to lead, support, develop and motivate teams (A/I) • Ability to delegate responsibility, deploy staff effectively and provide a focus for improvement (I) • Ability to innovate, manage change and evaluate its impact (A/I) • Excellent problem-solving skills (A/I) • A role model for staff and students (I) • Developed skills in self-evaluation and the ability to apply the OFSTED Self Evaluation Framework to improve performance (A/I) • Ability to be an ambassador for the Academy, present at conferences and provide support for other schools (A/I) 	<ul style="list-style-type: none"> • Innovative approaches to leadership, management, teaching and learning (A/I)
Personal Qualities and commitment	<ul style="list-style-type: none"> • Commitment to the Heanor Gate ethos and culture, getting things right first time and the pursuit of excellence (A/I) • Personal gravitas, presence and impact which inspires others (I/R) • Energy, enthusiasm and a positive can do approach (I/R) • Tenacious and able to pursue matters to a close (I/R) • High level oral, written, communication and evaluation skills (A/I) • Excellent interpersonal skills, a person who enjoys working with young people and can empathise with colleagues (I) • Ability to be reflective and self-critical (A/I) • Ability to remain calm, focussed and effective under pressure and meet tight deadlines (I) • Flexibility in working practices and adaptability to change (I) • Commitment and willingness to go that "extra mile" (I) • Excellent record of punctuality, attendance, health (I/R) • Adherence to the Academy's professional code of conduct and dress (I) 	<ul style="list-style-type: none"> • Range of interests and activities (I) • Potential for Headship (A/I)

	<ul style="list-style-type: none"> • Commitment to establishing links with the community and businesses (I) • Commitment to collaborative working with other schools and HE (A/I) • Willingness to work in other schools as part of the Academy's role as a National Support School and Training School (I) • Commitment to the principles of Investors in People, Equality and Diversity (A/I) • Sense of humour, common sense and the ability to maintain a sense of perspective (A/I) 	
<p>Suitability to work with children</p>	<ul style="list-style-type: none"> • Responsible for promoting and safeguarding the welfare of children and young persons for whom you are responsible or come into contact with • Not barred from working with children 	