



London Borough of Camden

JOB PROFILE

Vice Principal

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| POSITION TITLE: Vice Principal | DIRECTORATE: Education |
| | DIVISION: CSF |
| PAY LEVEL: 22-26 | SECTION: Swiss Cottage School |
| REPORTS TO: Principal | |

JOB PURPOSE

Professional leadership at whole-school level to ensure:

- the highest standard of education is leading to progress and meaningful outcomes for all pupils
- success through evidence-informed school improvement planning and robust monitoring and evaluation
- engagement for staff through a positive learning community model which promotes a positive and enriching school ethos and culture.

MAIN DUTIES AND RESPONSIBILITIES

Shaping the Future

- Ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- Works within the school community to translate the vision for the whole school into agreed objectives and operational plans which will promote and sustain school improvement
- Demonstrates the vision and values in everyday work and practice
- Motivates and works with others to create a shared culture and positive climate
- Ensures creativity, innovation and the use of appropriate new technologies to achieve excellence
- Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large
- Ensures delivery of a consistent and continuous school-wide focus on pupils' achievement, using data and meaningful benchmarks for complex needs to monitor progress in every child's learning
- Ensures that learning is at the centre of strategic planning and resource management
- Establishes creative, responsive and effective approaches to learning and teaching

- Ensures a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- Demonstrates and articulates high expectations and sets stretching targets for the whole school community
- Determines, organises and implements a diverse, flexible curriculum and implements an effective assessment framework
- Takes a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
- Monitors, evaluates and reviews classroom practice and promotes improvement strategies
- Challenges underperformance at all levels

Leading Teaching and Learning

- Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Builds a collaborative learning culture within the school and actively engages with other schools to build professional learning communities
- Contribute to effective strategies and procedures for staff induction, professional development and performance review
- Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledges the responsibilities and celebrates the achievements of individuals and teams
- Develops and maintains a culture of high expectations for self and for others and takes appropriate action when performance is not satisfactory
- Regularly reviews own practice, sets personal targets and takes responsibility for own personal development
- Manages own workload and that of others to allow an appropriate work/life balance
- Engages with whole school culture, policies and practice.

Developing Self and Working with Others

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Managing the School

- Co-constructs an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities
- Leads the recruitment, retention and deployment of staff appropriately and manages their workload to achieve the vision and goals of the school
- Implements successful appraisal processes with staff they line manage and ensures whole school appraisal is in line with school's culture and ethos of professional learning
- Uses and integrates a range of technologies effectively and efficiently

Securing Accountability

- Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- Reflects on personal contribution to school achievements and takes account of feedback from others
- Builds a school culture and curriculum which takes account of the diversity of the school's communities
- Ensures learning experiences for pupils are linked into and integrated with the wider community
- Ensures the whole school approach reflects the schools priority on community-based learning
- Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- Contributes to the development of the education system through the Teaching School, through sharing effective practice, working in partnership with other schools and promoting innovative initiatives

Strengthening Communities

- Promotes an integrated provision for education and health through strategic leadership with external service leads
- Builds a school culture which takes account of the diversity of the school's communities
- Ensures the curriculum is linked into and integrated with the wider community
- Ensures a range of community-based learning experiences are reflected in short, medium, and long term planning
- Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- Contributes to the development of the education system by working in partnership with other providers and promoting innovative initiatives

WORK ENVIRONMENT

The postholder will be based at Swiss Cottage School, Development and Research Centre.

Due to the nature of the school there are certain slightly enhanced risks associated with the post including:

- Infection
- Pupil behaviour & incidents including aggression

There may be some lone working.

The postholder will be subject to multiple demands and conflicting priorities on a very frequent basis.

WORK CONTEXT

Communications and working relationships

Frequent communications with all school staff; postholder will need to build effective relationships with all external stakeholders through excellent communication and interpersonal skills, taking and providing appropriate advice. Persuasive skills that motivate and support staff, governors, parents and pupils will be essential. Negotiating skills when dealing with service providers, outside agencies and the LA will also be needed at a high level.

Innovation (decision making and creativity)

The post holder will be making high-impact decisions at senior leadership level.

They will be creating and maintaining a shared vision, positive culture and high aspirations amongst staff and pupils. Creative solutions to overcome challenges will need to be found on a daily basis. The postholder will be expected to work autonomously, reporting to the principal.

Resource management

Postholder will be responsible for the successful deployment of financial and human resources within the school. The Postholder will be allocates specific technological resources to support the role, and will be responsible for this with policy guidelines.

QUALIFICATIONS

Essential:

- QTS
- Aspiring Leaders, NPQSL, or equivalent Senior Leadership Qualification
- NPQH (completed or commitment to completion)
- Evidence of continuing professional development or further professional study

Desirable:

- Specialist Qualifications with SEN and Disabilities

KNOWLEDGE

- Understanding of the principles of effective learning for children with SEND
- Understanding how to promote a culture of learning throughout the school
- Understanding of the principles of meaningful curriculum provision
- Understanding of the role of assessment in children's learning
- Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion
- Understanding of the SEN and Disability Legislation, specifically the SEN Code of Practice.
- Understanding of the principles underlying effective financial management
- Understanding of statutory safeguarding and data protection
- Understanding of the statutory legislation, policy, and guidelines related to a special school

SKILLS

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- Ability to provide clear direction and lead by example with integrity
 - Ability to formulate, monitor, evaluate and review plans and policies
 - Ability to lead a Senior Leadership Team and Middle Leadership Team
 - Ability to work in partnership with the governing body
 - Ability to lead and motivate all staff and support them in their work
 - Ability to support the Principal in managing and enhancing the performance of all staff
 - Ability to work closely with and support the Principal in achieving the school's aims
 - Ability to support effective communication between the Principal and others within the school's community including the Teaching School
 - Ability to contribute to the collection, analysis and use of data on pupils' progress and performance to raise standards
 - Ability to support the Principal and governors in setting and achieving challenging targets for the school, teachers and pupils
 - Ability to support the Principal in creating and maintaining an ethos of positive behaviour and discipline
 - Ability to support the Principal in deciding on the effective deployment of staff.
 - Ability to form and maintain appropriate relationships and personal boundaries with children and families
 - Emotional resilience in working with challenging behaviours
 - Ability to manage time well and work under pressure to deadlines
 - Effective ICT skills
 - Ability to write clearly and accurately and communicate effectively with an appropriate sense of audience

EXPERIENCE

Essential:

- Successful experience in a Senior Leadership and Management role
- Successful experience of distributed leadership
- Successful teaching experience of the age range served by the school
- Successful experience of monitoring, evaluating and improving the quality of teaching and learning
- Experience of promoting the personal, social, moral, cultural and spiritual development of pupils
- Successful experience of creating and maintaining effective partnerships with parents and carers, to support pupils' learning
- Experience of managing and monitoring a budget
- Secure experience of safeguarding and data protection