



ROLE : **VICE PRINCIPAL**

SALARY: **L12-L16**

RESPONSIBLE TO: **PRINCIPAL**

Job Description

Main purpose

The Vice Principal, under the direction of the Principal, will take a major role in:

- Strategic and operational lead of our Secondary PRU provision
- Strategic lead of Primary PRU
- Line managing our Primary PRU Head of Centre
- Holding whole school responsibility for Behaviour and Attitudes across the three phases (Primary PRU , Secondary PRU and Medical Provision)
- Developing the strategic overview and implementation of our Outreach PEX Prevention programmes with the support of key members of staff
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- If the Principal is absent, the Vice Principal will deputise, as directed by the Management Committee.
- The Vice Principal will also be expected to fulfil the professional responsibilities of a Principal, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Qualities

The Vice Principal will:

- Have a proven track record of strong leadership
- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's students
- Have a strong belief in trauma informed and restorative approaches: we are on a trauma informed journey
- Have a strong commitment to developing alternative provision across North Somerset

Duties and responsibilities

School culture and behaviour

Under the direction of the Principal, the Vice Principal will:

- Work alongside the senior leadership team (SLT) and other staff members to create a culture where students experience a positive and enriching school life
- Uphold educational standards in order to prepare students from all backgrounds for their next phase of education and life
- Maintain positive links across the PRU, from primary to secondary.

- › Ensure a culture of staff professionalism
- › Encourage high expectations around our school values, 'Ready, Respectful and Safe'
- › To build on rules and routines that are understood by staff and students, and clearly demonstrated by all adults in school
- › Use consistent and fair approaches to managing behaviour, in line with the school's Relationship and Behaviour policy

Teaching, curriculum and assessment

Under the direction of the Principal, the Vice Principal will:

- › Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- › Have a thorough understanding of assessment and outcomes in KS4 but will have a good understanding of the educational process through from Primary to the end of KS4
- › Ensure teaching is underpinned by subject expertise
- › Effectively use diagnostic, formative and summative assessment to inform strategy and decisions
- › Ensure the teaching of a broad, structured and coherent curriculum that enables the students of VLC to access the next phase of their learning
- › Use valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum

Additional and special educational needs (SEN) and disabilities

Under the direction of the Principal, the Vice Principal will:

- › Promote a culture and practices that enables all students to access the curriculum
- › Have ambitious expectations for all students with SEN and disabilities
- › Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- › Make sure the school fulfils statutory duties regarding the [SEND code of practice](#).
- › Support students' development of Executive Functioning skills, improvement of literacy and numeracy to enable them to return to a mainstream or specialist setting or achieve outcomes in line with their peers

Organisational management and school improvement

Under the direction of the Principal, the Vice Principal will:

- › Establish and sustain the school's ethos and strategic direction, together with the Management Committee and through consultation with the school community
- › Be responsible for the operational and strategic management and leadership of our secondary site but the successful candidate will also line manage the head of primary PRU
- › Establish and oversee systems, processes and policies so the school can operate effectively
- › Ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of duty of care
- › Manage staff with due attention to workload
- › Ensure rigorous approaches to identifying, managing and mitigating risk
- › Allocate financial resources appropriately, efficiently and effectively
- › Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- › Make sure these school improvement strategies are effectively implemented

Professional Development

Under the direction of the Principal, the Vice Principal will:

- › Ensure staff have access to appropriate, high standard professional development opportunities in line with the School Development Plan
- › Keep up to date with developments in education

- Seek training and continuing professional development to meet needs

Governance, accountability and working in partnership

Under the direction of the Principal, the Vice Principal will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students

Other areas of responsibility

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all students in the school
- Represent Voyage Learning Campus in various professional contexts
- Role model our school values of honesty, kindness, community and determination
- Work collaboratively with our mainstream colleagues across North Somerset and beyond

The post holder will be required to follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the successful person will carry out. The post holder may be required to do other duties appropriate to the level of the role.

Voyage Learning Campus is a multiple site school, and although the post holder will generally work within a specific site they may be required to work from an alternative site, when necessary, to support the efficient running of the Campus.

All Voyage Learning Campus employees are responsible for promoting and safeguarding the welfare of children and young people.

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> ➤ Qualified teacher status ➤ Degree
Experience	<ul style="list-style-type: none"> ➤ Successful leadership and management experience in a school ➤ Secondary Teaching experience ➤ Knowledge of Primary education ➤ Experienced at successfully managing challenging behaviour ➤ Involvement in school self-evaluation and development planning ➤ Demonstrable experience of successful line management and staff development ➤ Experienced in working with a range of external agencies to support young people ➤ Experience of working with SEMH and neurodiverse young people
Skills and knowledge	<ul style="list-style-type: none"> ➤ Data analysis skills, and the ability to use hard and soft data to set targets and identify areas of improvement ➤ Understanding of high-quality teaching, and the ability to model this for others and support others to improve ➤ Understanding of school finances and financial management ➤ Effective communication and interpersonal skills ➤ Ability to communicate a vision and inspire others ➤ Ability to build effective working relationships ➤ Effective understanding of trauma- informed practice ➤ Effective restorative and relational approaches
Personal qualities	<ul style="list-style-type: none"> ➤ A commitment to getting the best outcomes for all students and promoting the ethos and values of the school ➤ Ability to work under pressure and prioritise effectively ➤ Ability to build positive professional relationships with young people and their families ➤ Problem-solving abilities ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position ➤ Commitment to advocate for vulnerable young people and challenge negative stereotypes