JOB DESCRIPTION

Position: Vice Principal (Primary)
Salary: Leadership Points L27 – L31
Abertillery 3-16 Learning Community

Required for September 2016 (if possible)

The new Abertillery 3-16 Learning Community School seeks to appoint a Vice Principal, to lead on a primary campus within the new learning community and to play a key strategic role, across all campuses, to ensure consistently high standards, excellent teaching and inspiring learning experiences for all pupils.

The successful candidate will have an exceptionally strong record of leadership and management in a challenging educational environment. Vice Principals will report as part of the Learning Community’s senior leadership team, to the Governing Body and the Principal.

The Vice Principal will undertake the professional duties of the Principal, in the event of her absence from the Learning Community. The Vice Principals (primary and secondary) will play a major role in working with the Principal and Governing Body to establish the 3-16 ethos across the Learning Community and in formulating the vision, mission, aims and objectives of the Learning Community, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement. Vice Principals will have delegated responsibilities which are Learning Community wide and of considerable weight. This will be in addition to carrying out the professional duties of a teacher other than a Principal. Vice Principals will be expected to attend full Governing Body meetings and to attend an agreed Governing Body Committee.

The Governing Body aims for all campuses within the Community to be providing a stimulating and rich experience for every pupil so that they have the best 3-16 educational experiences possible. We believe that this will come about by all campuses sharing expertise both among themselves and with the wider community. We are looking therefore for candidates who see collaboration as a means to strive for excellence in education. We are seeking candidates who have the energy, experience and commitment to help us realise our ambition that outcomes and provision on each campus and overall will soon be recognised as outstanding. If you think you have the skills, values and experience to be a key player in achieving that we hope you will apply.

NB- all appointments are to the Abertillery 3-16 Learning Community and not to a specific campus. As a result, overtime and in negotiation with the Principal, Vice Principals may be required to carry out their day to day roles and responsibilities on a campus other than the one on which they commenced their duties.
JOB PURPOSE

To secure outstanding outcomes for all pupils in the multi campus, 3-16 Abertillery Learning Community through leadership of a campus and shared strategic leadership of the Community.

KEY RESPONSIBILITIES

To be accountable to the Governing Body and Principal for:

- Promoting and embedding the vision and principles of the Learning Community within the campus and across the Community;
- Take the strategic lead across the 3-16 Learning Community for teaching and learning and leadership development or 3-16 curriculum and assessment or whole Community communication and structures (including infrastructure) – to be agreed with the governing body and Principal with the understanding that strategic responsibilities will change as the Learning Community grows and evolves;
- The learning, teaching, progress and outcomes for the pupils of the campus;
- The effective day to day management of the campus;
- The effective implementation of the agreed Learning Community vision, principles and polices.

To contribute (with other members of the Learning Community’s senior leadership team) to:

- The securing of high quality aspirations, self-belief, outcomes, learning and progress for all pupils of the Learning Community;
- The establishment of the Learning Community as a centre of excellence and innovation in education;
- A rich partnership with families and community to build a learning community that strives for personal growth;
- The development of strategies for school readiness in the early years and positive transition into both primary, secondary and post 16 education for pupils and parents;
- The vision and strategic direction of the Learning Community;
- The evaluation of outcomes and practice and consequent planning for improvement, for the whole Learning Community;
- The efficient and effective use of resources across the Learning Community;
- The promotion of the Learning Community and developing strong productive relationships with a wide range of stakeholders.

For the named campus to ensure:

- That very high expectations of pupil achievement are established throughout the campus and secured;
- The quality of teaching and learning in all year groups is secure and improving to outstanding;
• The curriculum for learning is rich, relevant and inspirational and contributes to outstanding attitudes and outcomes;
• That agreed clear lines of accountability work in practice to secure outcomes for all pupils;
• That all pupils make optimal progress even when there are barriers to learning, through excellent systems and provision for all;
• Rigorous use of data about pupil progress and outcomes to optimise learning for all pupils and to drive up standards of teaching and learning;
• Establishment and maintenance of an ethos and relationships in which pupils and staff develop their emotional literacy to create an emotionally healthy environment which optimises learning in line with the Learning Community’s policies and strategic direction.
• Coach, mentor and motivate staff to build a culture of high commitment, standards and drive for success;
• Rigorous and effective implementation of systems of quality assurance, appraisal and effective professional development of teachers;
• Direct line management of senior staff working on the campus and delegating line management arrangements appropriately and fairly;
• Build a learning community across the 3-16 provision and within the campus, modelling and promoting a self-critical reflective approach;
• Open, searching professional self-evaluation of the campus and supported evaluation with the senior leadership team and any relevant external groups;
• Co-operate with, and ensure positive impact of, agreed Learning Community and campus improvement work including that with other organisations;
• Maintain open professional dialogue with the whole senior leadership team about the individual campus’s identification of strengths and weaknesses ensuring a pro-active approach to sharing potential or existing difficulties;
• Day to day management of the campus;
• Work as part of the senior leadership team to manage and prioritise the distribution of the Learning Community’s budget in line with the agreed strategic direction;
• Health and safety management for the campus;
• Ensuring all safeguarding procedures are rigorously followed;
• Promote, embed, secure and monitor all agreed Learning Community’s policies in the named campus;
• Undertake any relevant professional duties delegated by the Principal;
• Establish sensitive and inspiring relationships with parents and carers, developing a wide range of high quality provision to contribute to high aspirations and outcomes for pupils;
• Development of shared learning opportunities across the Learning Community for the mutual benefit of all pupils.
Safeguarding:

The Abertillery 3-16 Learning Community is committed to safeguarding and promoting the welfare of pupils and young persons at all times. The Head of Campus will be responsible for promoting and safeguarding the welfare of all pupils for whom he/she is responsible, or with whom he/she comes into contact, in accordance with the Learning Community’s policy. The successful candidate will be required to undergo an Enhanced Disclosure from the Criminal Records Bureau.

**VICE PRINCIPAL – PERSON SPECIFICATION**
The essential (E) and desirable (D) qualifications and qualities sought from candidates are set out below.

Criteria marked with an (S) will be assessed at shortlisting.

### QUALIFICATIONS AND TRAINING
- Qualified to degree level or equivalent (S)
- Qualified to work and teach in the UK (S)
- NPQH (or equivalent) achieved or underway (S)

Candidates will also need to demonstrate that they can draw on the qualities displayed by the most effective school leaders in the context of their leadership and management roles, including:

### SKILLS/EXPERIENCE
- Experience at head teacher level (or equivalent) (S)
- Experience of having led and made a significant contribution to the success of a school through its leadership, pupil outcomes, curriculum and ethos (S)
- Experience of leading and training staff to be successful practitioners (S)
- Experience of supporting staff to optimise attainment and progress of pupils
- Experience of teaching in, or leading, more than one phase of education (FP/KS2/KS3/KS4) (S)
- Experience of working with pupils with significant barriers to learning
- Experience of managing and maximising budgets to bring about outstanding pupil outcomes within the funding available

### PROFESSIONAL QUALITIES

**Teaching and Learning:**
- Outstanding learning secured for pupils through outstanding teaching
- Effective, rigorous and sensitive relationships with pupils that secure positive emotional health and excellent behaviour and attitudes
- Innovative and relevant curriculum offer to challenge and inspire pupils (S)
- Excellent understanding of how to develop pupils’ literacy, numeracy and thinking skills (S)

**Vision and Strategy:**
- Vision and values aligned with the Learning Community’s commitment to 3-16 education and to the Community’s high aspirations and high expectations for pupils, staff and families (S)
- Understands how to set high aspirations and lead effective strategies across all aspects of the Community including learning, accountability, curriculum, wellbeing and communication
- Understands how and is able to lead an effective strategy for a major imitative across the Learning Community
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<th><strong>Leadership:</strong></th>
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<td><strong>Resilience and motivation to lead the campus through day to day challenges while maintaining a clear strategic vision and direction (S)</strong></td>
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<td><strong>Ability to work as part of a strong leadership team that challenges each other and holds each other to account in order to secure the best outcomes for pupils</strong></td>
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<td><strong>Able to develop, empower, and sustain individuals and teams (S)</strong></td>
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<td><strong>Ability to lead and inspire all pupils with an intrinsic joy of learning and their own ability to succeed</strong></td>
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<td><strong>Ability to lead, coach, inspire and challenge staff with a tight accountability and appraisal framework (S)</strong></td>
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<td><strong>Rigorous use of data to inform and shape teaching and leadership to secure outstanding outcomes for all pupils across the Learning Community (S)</strong></td>
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<td><strong>Strong organisational skills and the ability to delegate to others and hold them to account for outcomes</strong></td>
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<td><strong>Open and deep passion and belief that every pupil can learn and achieve</strong></td>
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<td><strong>Deep commitment to the safeguarding and wellbeing of all pupils (S)</strong></td>
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<th><strong>Relationships with Stakeholders:</strong></th>
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<td><strong>Deep commitment to working with others to secure the best outcomes for pupils across the Learning Community (S)</strong></td>
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<td><strong>Skilful management and understanding of how to inspire and secure strong relationships with other Learning Community staff, families, governors and a wide range of community partners (S)</strong></td>
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<th><strong>Personal Characteristics:</strong></th>
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<td><strong>Relishes accountability and takes responsibility for their own actions (S)</strong></td>
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<td><strong>Excellent critical thinking skills; has intellectual curiosity and rigour</strong></td>
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<td><strong>Determined to work with the senior leadership team, the extended leadership team and Governing Body to secure outstanding learning and progress for every pupil across the Learning Community</strong></td>
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<td><strong>Deep commitment to a collegiate approach and working with others as a means of securing the best outcomes for pupils (S)</strong></td>
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<td><strong>Able to build high levels of emotional health and trust between pupils, staff and families</strong></td>
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<td><strong>Highly approachable, very grounded and makes sensible judgements</strong></td>
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<td><strong>Strong interpersonal, oral and written skills and be able to use new and emerging technologies to secure impact (S)</strong></td>
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