**Wellspring Academy Trust**

# Job Description

**Post Title:**  Executive Vice Principal

**Location**: BLPP

**Reporting to:** Executive Principal

**Grade:** L16-L22

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**Principle Responsibility**

The appointment is subject to the current conditions of service for Headteachers contained in the School Teachers’ Pay and Conditions document and other current education and employment legislation.

An Executive Vice Principal will have strategic and overall operational responsibility for more than one Academy.

**Specific Responsibilities**

**Shaping the future**

To work with the Executive Principal, Governing Body and Head(s) of School to develop a strategic vision for the Academy within its community; work with Trust partners to analyse and plan for the future needs and further development of the Academy within the local, national and international context, by:

* Setting the educational vision, direction and ethos that secures effective teaching and successful learning and achievement by pupils, preparing them for the opportunities, responsibilities and experiences of adult life;
* ​Ensuring that the vision for the Academy is clearly articulated, shared, understood and acted upon effectively by all and is led effectively by the Head of School;
* ​Working with the Governing Body, Trust partners and the Academy community to translate the vision into agreed objectives and operational plans which promote and sustain Academy improvement;
* Embody the vision and values in everyday work and practice;
* Quality assuring that all those involved in the Academy are committed to its aims, motivated to achieve them and involved in meeting long, medium and short-term objectives and targets that secure the success of the Academy;
* ​Quality assuring a strategic plan that takes account of the diversity, values, experience and aspirations of the Academy and the wider community;
* Ensuring that the strategic plan is underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards, make progress and increases teachers’ effectiveness and secures Academy improvement;
* ​Strategically planning for curriculum development and innovation, ensuring creativity and the use of appropriate technologies to achieve excellence;
* ​Ensuring  that policies and practices take account of national, local and Academy data and inspection research findings; and
* Consistently monitoring, evaluating and reviewing the effects of policies, priorities and targets of the Academy in practice and taking necessary strategic and structural action to secure lasting improvement.

**Securing Accountability**

To be accountable for the efficiency and effectiveness of the Academy to the Governors and Trust; and to engage in the systematic and rigorous self-evaluation of the work of the Academy, collecting and using a rich set of data to understand the strengths and weaknesses of the Academy and combining the outcomes of regular Academy self-review with external evaluations in order to develop the Academy by:

* Ensuring information, objective advice and support that enables the Academy to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money;
* Establishing and maintaining the Academy ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility and accountability for outcomes;
* Reporting to the Governing Body and Trust on the discharge of the functions and the affairs of the Academy;
* Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in keeping with performance management review timelines;
* Using a range of evidence, including national data and the Academy’s own performance data, to support, monitor, evaluate and improve aspects of Academy life, including challenging poor performance;
* Maintain quality assurance systems, including Academy review, self-evaluation and performance management and presenting a coherent and accurate account of the Academy’s performance to a range of audiences to enable them to play their part effectively;
* Ensuring that parents and pupils are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the Academy’s targets for improvement;
* Providing information about the work and performance of staff where it is relevant to their future employment; and
* Reflecting on personal contribution to Academy achievements and taking account of feedback from others.

**Strengthening Community**

To set the vision and lead the dialogue that builds partnerships and community consensus on values, beliefs and shared responsibilities. Listen to, reflect and act on, community feedback. Build and maintain effective relationships with parents, carers, partners and the community. Enhance the education of all pupils by leading the strategic development of community across the Academies.

* Creating an Academy culture and curriculum that takes account of the richness and diversity of the Academy and the wider community;
* Promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment;
* Ensuring learning experiences for pupils are linked into and integrated with the wider community;
* Ensuring a range of community-based learning experiences;
* Working in partnership to provide academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families;
* Leading the communication flow with the wider community to build upon all stakeholders’ confidence and understanding of the Academy;
* Identify and use opportunities to invite parents and carers, community figures, businesses or other organisations into the Academy to enhance and enrich the Academy and its value to the wider community;
* Ensuring that the Academy promotes effective links with the local community and continues the development of close liaison with other local primary and secondary schools;
* Sharing effective practice, working in partnership with other schools and promoting innovative initiatives;
* Co-operating and working with relevant agencies and school staff to protect and safeguard children;
* Ensuring that the Academy offers appropriate extended services;
* Maintaining an inclusive environment whereby all children, including those with physical or learning difficulties, can be welcomed and supported appropriately; and
* Maintaining an effective partnership with parents and carers to support and improve pupils’ achievement and personal development.

**Managing the Organisation**

Strategic development, integration and operational effectiveness of the Academies.  Lead the strategic plan and financial context, making informed judgments. Develop appropriate structures and systems across the Academies, delegating management tasks and monitoring their implementation. Prioritising, planning and organising self and others. Think creatively to anticipate and solve problems, by:

* Designing an organisational structure that reflects the Trust’s values, and enables the management systems, structures and processes to work effectively in line with legal requirements and Trust policies;
* Ensuring the management and organisation of the Academy environment to ensure that it meets the needs of the curriculum and Health and Safety regulations;
* Quality Assuring evidence-based improvement plans and policies for the development of the Academy and its facilities;
* Ensure effectiveness and efficiency in achieving the Academy’s educational goals and priorities;
* Ensuring that policies and practices take account of national and local circumstances, policies and initiatives;
* Working with Governors and senior colleagues to recruit, retain and deploy staff to achieve the vision and goals of the Academy;
* Deal with the competence and capacity of staff and delegate duties to the Head(s) of School as appropriate.
* Identify priorities for expenditure, allocating funds and ensuring effective administration and control;
* Ensuring the security and effective supervision of the Academy buildings, contents and grounds;
* Ensuring that Health and Safety and ensuring that appropriate risk assessments are undertaken;
* Holding staff to account for performance and disposition;
* Managing, monitoring and reviewing the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils’ achievements, ensure efficiency and secure value for money;
* Responsibility for promoting and safeguarding the welfare of children and young persons.

**Developing Self and Working with Others**

Lead, motivate, support, challenge and develop individuals and teams within and across the Academies. Develop and effective team across the Academies, lead on capacity building across the Academies. Foster an open, fair, equitable culture, treating people with dignity and respect. Create and maintain a positive Academy culture, by:

* Maximising the contribution of staff to improve the quality of education provided and standards achieved and ensuring that constructive working relationships are formed between staff and pupils;
* Planning, allocating, supporting and evaluating work undertaken by groups, teams and individuals across the Academies, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service in liaison with Head(s) of School.
* Ensuring a collaborative learning culture across the Academies.
* Ensuring effective systems for staff induction, professional developments and the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils’ achievement;
* Ensuring effective capacity building across Academies that includes ITT and other training routes and that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status, the Career Entry Profile and standards for induction;
* Regularly reviewing own practice, setting personal targets, and taking responsibility for own personal development;
* Challenging, influencing and motivating others to attain high goals, maintaining a culture of high expectations for self and for others, acknowledging and celebrating the achievements of individuals and teams and taking appropriate action when performance is unsatisfactory; and
* Collaborating and networking with others beyond the Academy.

**Leading Learning and Teaching**

Secure and sustain effective teaching and learning throughout the Academies. To monitor and evaluate the quality of teaching and standards of pupils’ achievement, using benchmarks and setting targets for improvement, by:

* Leading the strategic plan for ensuring improvement in teaching and learning.
* Ensuring that all pupils receive a high quality education in a happy, stimulating, safe and healthy environment;
* Ensuring a consistent and continuous Academy-wide focus on pupils’ achievement, using data and benchmarks to monitor progress in every child’s learning;
* Quality Assuring that learning is at the centre of strategic planning and resource management;
* ​Quality Assuring creative, responsive and effective approaches to learning and teaching;
* Quality Assuring a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning;
* ​Quality Assuring high expectations and aspirational targets for the whole Academy community;
* Quality Assuring strategies that secure high standards of behaviour and attendance;
* Quality Assuring a diverse, flexible and purposeful curriculum that is relevant to pupils’ needs and is supported by an effective assessment framework;
* ​Quality Assuring approaches that develop pupils’ understanding of themselves as learners and motivate and support them to improve their learning;
* Quality Assuring technologies that enhance and extend the learning experience of pupils;
* ​Quality Assuring classroom practice and promoting improvement strategies to ensure that the highest standards of teaching and learning are maintained and that underperformance is challenged at all levels; and
* Giving and receiving effective feedback and acting to improve personal performance.

This job description may be amended at any time in accordance with the needs of the Academy after discussion and appropriate consultation with the post holder.

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| **EXECUTIVE VICE PRINCIPAL: PERSON SPECIFICATION** | **Essential / Desirable** | **How Identified** |
| **Personal** |  |  |
| Excellent communication | E | APP / SP |
| Aspirational and high achieving | E | APP / SP |
| Professional and thorough approach | E | APP / SP |
| Strategic vision and ways of working | E | APP / SP |
| **Leadership and management** |  |  |
| Ability to build effective relationships with staff, parents, governors and other agencies | E | APP / SP |
| Ability to line manage staff | E | APP / SP |
| Ability to make and implement difficult decisions | E | APP / SP |
| Clearly communicates the vision of the Academy | E | APP / SP |
| **Shaping the future** |  |  |
| Implements an improvement plan across a whole school setting identifying the priorities and evaluating the impact | E | APP / SP |
| Works with and motivates teams and individuals to implement changes across the school | E | APP / SP |
| **Leading Teaching and learning** |  |  |
| Knowledge of leading and designing curriculum | E | APP / SP |
| Being an outstanding teacher – by national standards | E | APP / SP |
| Knowledge of using data to monitor pupil progress | E | APP / SP |
| Knowledge of assessment tools to monitor teaching and learning | E | APP / SP |
| Ability to identify effective interventions to ensure pupils maintain good progress | E | APP / SP |
| Ability to identify excellent classroom practice to enable teachers to improve, through effective feedback | E | APP / SP |
| **Developing self and working with others** |  |  |
| Has experience and understanding of effective Headship | E | APP / SP |
| Experience of school improvement beyond your own school context | E | APP / SP |
| Uses CPD to motivate, enthuse and develop staff | E | APP / SP |
| Ability to establish distributed leadership | E | APP / SP |
| Ability to coach and mentor staff | E | APP / SP |