Job Description – Vice Principal

In addition to the conditions of employment and the professional duties of Deputy Headteacher in the School Teachers' Pay and Conditions Document 2023, the above post includes the following responsibilities:

1. Purpose

Shared Responsibilities with Headteacher	Specific Responsibility
• To create, develop and maintain a high quality educational environment for pupils with severe and complex learning disabilities, including Autistic Spectrum Disorder. • To ensure the continued development of the school and make a significant contribution to high quality organisation, leadership and management. • To play a full and active role in supporting and promoting every aspect of the life of the school. • To attend local governing body meetings and LGB portfolio meetings as appropriate. • Accept the collective responsibility of the SLT and respect its confidentiality when this is agreed to be necessary. • To keep abreast of developments within education and the special sector at local, national and international level.	• Supporting the Principal in Professional Duties: • To assist the Principal in mutually agreed areas of school leadership and management. • To fully deputise for the Principal in his/her absence. • The post holder will work alongside other academies within OHCAT and foster strong relationships to develop further partnership working.

2. Organisation, Leadership and Management

Shared Responsibilities with Headteacher	Specific Responsibility
• To uphold the aims and objectives of the school and ensure implementation, monitoring, development and review of policies to support these aims. • To work closely with the Principal & SLT, including the Local Governing Body, and OHCAT on strategic school improvement planning and school self evaluation • To work closely with the Headteacher, School Business Manager (SBM) and LGB finance portfolio holder to ensure effective financial planning, efficient use of resources and best value for money. • To develop and maintain an appropriate staffing structure. • To chair and minute EHCP and other relevant pupil focused meetings across the school as appropriate to ensure high quality returns are made to parents and the LA. • To quality assure annual, termly and other relevant reports provided by teachers for parents and other professionals to ensure a consistently high standard or reporting.	• To promote professional development of all staff, working with the SLT to devise a whole school programme of INSET in line with current SDP priorities and performance management targets, as well as targeted INSET for groups and individuals. • To lead INSET as and when appropriate. • To manage budget allocation to support INSET. • To act as an appraiser for class teachers and middle leaders, and other identified staff as appropriate. • To be a specific line manager to an identified head/s of department. • To be a strategic lead for the school curriculum alongside members of the SLT and MLT. • To support the induction programmes of all new staff, alongside the Assistant Principal. • To liaise regularly with administrative and pastoral staff in monitoring pupil attendance; to implement school policy in order to reduce pupil absence. • To support the appropriate Head of Department, and deputise in their absence, as key link for multi-agency colleagues including nursing, physiotherapy, speech and language therapy, occupational therapy and music therapy in order to effect best outcomes for children and their families.

• To develop and maintain effective communication between children, staff, parents/carers, governors and the wider community. • To assist in identifying advice and support for parents, carers and families. • To ensure equality of opportunity and of access for all members of the school community. • To monitor and evaluate the effectiveness of the Health and Safety policy and assist the Headteacher and SBM in ensuring that the health and safety needs of pupils and staff are met as far as is practicable and that health and safety policy guidelines are adhered to. • To assist with all matters relating to home-school transport and to liaise with personnel in transport section of LA. • To support with the implementation and evaluation of the school's Specialist Status when designation is attained. • To assist with the development of community cohesion and, alongside the AHT and SBM, the development of Extended Service Provision.	• To assume the lead role within child protection and safeguarding of children. • To lead the development of a programme of integration and inclusion in line with AfC partner schools.

3. Management of Teaching and Learning

Shared Responsibilities with Headteacher	Specific Responsibility
• To ensure effective long, medium and short-term planning of the school curriculum. • To assume a shared responsibility for assessment, recording and reporting of pupils' progress, both quantitative and qualitative, ensuring progression and continuity and sending relevant information on pupils' attainment to the LA. • To ensure that all pupils have equality of access to the whole curriculum, maintaining a stimulating, relevant and effective learning environment in which the individual needs of pupils are met. • To share responsibility for all monitoring and quality assurance activity and play an integral role in ensuring standards remain high. • To offer consistent pastoral support for pupils and to provide expert guidance on the management of challenging behaviours. • To promote effective collaboration between staff within and between departments, to ensure coherent planning, consistency of educational opportunities for pupils and high standards of teaching and learning.	• To ensure that the planning and delivery of the curriculum is tightly focused (including The National Curriculum) and tailored to meet children's individual needs. Alongside the HoDs oversee the delivery of structured work related learning and work experience for pupils and students across the school. • To undertake any teaching commitment as appropriate to promote excellent classroom practice and sustain curriculum innovation. • To act as the Schools Educational Visits Coordinator (EVC), having overall responsibility for overseeing effective learning outside the classroom. • To support, where necessary, the HoDs on the arrangements for all residential journeys for pupils in key stages 2-5.

4. Management of People

Shared Responsibilities with Headteacher	Specific Responsibility
• To develop and maintain excellent working relationships with and between all staff, including multi-agency colleagues. • To maintain a positive team ethos through effective communication and shared discussion and training. • To promote positive links between the school and pupils' families, external agencies and the wider community.	• With other school leaders, oversee timetables, assembly and duty rotas and weekly information lists to ensure the smooth operation of the school. • To be responsible for day to day management of staff, including arranging cover for staff absence. • To monitor staff attendance with the SBM and Principal, and to address these issues effectively as they arise, with support from HR.

General notes

1) Job descriptions are to be reviewed annually
2) The responsibilities listed above are the basic essentials of the post; it is always open to the post holder to propose ways of extending these responsibilities
3) Dysart School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification for the Post of Vice Principal of Dysart School

ESSENTIAL	DESIRABLE
1. Qualifications	
• Qualified Teacher Status	An advanced qualification in the education of pupils with severe learning disabilities or SEN, or a willingness to undertake such a qualification.
2. Teaching Experience	
• Substantial and recent experience of teaching pupils with severe & profound learning disabilities, including those on the autistic spectrum • Experience of supporting pupils with SLD across the full age-range. • Experience of working effectively with young people who present with challenging behaviour	
3. Professional Skills	
• Proven ability to demonstrate and lead on outstanding classroom practice. • Proven ability to use assessment effectively to inform pupil progress and to analyse data to help the target setting process • Evidence of successful multi-agency and partnership working.	
4. Leadership and Management	
• Evidence of successful experience in a senior leadership and management role, at assistant principal level. • Proven ability in building and leading a staff team as well as promoting CPD. • Evidence of successful experience in developing initiatives, managing change and analysing pupil data. • Evidence of effective contribution to the school improvement planning and school self evaluation process. • Evidence of effective delegation to staff and effective follow-up to ensure tasks are completed well. • Ability to analyse situations, prioritise and to help to implement realistic solutions.	Evidence of innovative and creative work with parents and carers.
5. Knowledge	
• Knowledge and experience of current good practice and developments in special education provision. • Knowledge of how the National Curriculum Programmes of Study, including the EYFS, can guide curriculum planning. • Knowledge of successful practice in teaching pupils on the autistic spectrum. • Knowledge of how to provide effective pastoral support for different groups of pupils. • Knowledge of how to promote independence and advocacy skills in children and young people with SLD • Commitment to one's own continuing professional development	Particular strengths and/or interests in certain curricula areas An active interest in educational research.
6. Personal Skills	
Proven ability to:	

• Generate enthusiasm for new ideas in both pupils and staff and inspire others with confidence. • Communicate effectively to groups and individuals, orally and in writing • Resolve conflict through active listening and negotiation, demonstrating a flexible approach and a willingness to listen to others. • Provide advice and guidance to parents and carers in a positive and clear manner. • Remain calm when working under pressure.	
7. Philosophy	
• Expectation of high achievement for all pupils. • Evidence of understanding and commitment to equality of opportunity. • Respect for pupils' individual differences. • Commitment to parental partnership in education and developing links between school, home and the community.	