

**Job title:** Assistant Vice Principal (Mill Road Campus)

**Main purpose of job:**

Reporting to the Vice Principal, the role will be integral in ensuring that the work of the academy reflects its core aims and objectives, vision, values and ethos.

The role will work with all staff to raise levels of achievement for all students as well as to ensure they remain safe and happy while in our care. The role will also look to capture the academy's virtues of Character Education in all interactions with stakeholders across the community.

The Assistant Vice Principal will assist the Vice Principal and other members of the SLT to effectively support, guide and manage the academy's staff to provide a secure, rigorous, and stimulating environment, as well as a sense of teamwork and collaborative respect. In addition, the role will work collaboratively with the Vice Principal in all aspects of the day-to-day management of the academy for students with additional educational needs.

**Department:** Senior Leadership Team

**Location:** Plume Academy

**Position reports to:** Vice Principal

**Position is responsible for:** As directed

**Length of contract:** Permanent

**Salary:** L16 – L20 in accordance with the Academy Leadership Pay Scale

### **Key Responsibilities and Accountabilities**

#### **Summary of Role**

- to work closely with the Joint Heads of Academy, Senior Leadership Team and Board of Trustees on the strategic direction, vision, and values of inclusive education.
- to work with the Vice Principal to continually strive to progress student progress through their behaviour and attitude around the academy and its local community
- to work as a Campus Lead to have a joined-up approach between behaviour and attitudes and the key groups of students e.g. disadvantaged, more able, LAC/PLAC, YCs and SEND
- to directly line manage the Heads of Year for years 7 and 8
- to directly line manage the Behaviour Assistant for Mill Road Campus
- to work closely with the DSL / ADSL to ensure transparency and clarity in managing pastoral matters with safeguarding concerns
- to work closely with the academy leads for Personal Development, LAIC and attendance to review and monitor the impact of relevant provision and interventions as appropriate
- to have overall responsibility for the engagement of our local primary feeder schools in the process of transition
- to build collaborative relationships with the staff of primary feeder schools

- work collaboratively with our Safeguarding Transition Lead and the ADSL/DSL to ensure students are supported in their integration
- work continually with our SEND department across transition and the management of students as they settle into Mill Road Campus
- create a strong and sustained transition process from our Mill Road Campus to Fambridge Road Campus for Year 8 students going into Year 9
- to work closely with outside agencies to ensure student well-being and to therefore maximise student progress.
- to present regular reports to SLT and the Board of Trustees on the behaviour and attitudes of students and the campus of Mill Road
- to hold teachers to account for the quality of education delivered during form time
- to support with the integration of students on offsite directions and managed moves
- to collaborate and assist the Vice Principal in ensuring that students with various aspects of behaviour and attitude matters that arise are managed, challenged and parents and carers are made aware of their responsibility in ensuring that behaviour and attitudes remain at a high level of expectation
- to assist the Fambridge Road Campus Lead in managing and leading on parent voice
- to work with the Director of HR to ensure high quality appointments and to fulfil our safer recruitment policy.

### **Whole Academy**

- contribute to whole academy planning and quality assurance in conjunction with the Joint Heads of Academy and full Senior Leadership Team
- provide strategic leadership in partnership with other senior colleagues
- lead and contribute to academy policy review as and when appropriate
- monitor and evaluate aspects of whole academy performance as appropriate, and present these to a variety of audiences
- contribute to reviews of faculty and subject areas within the academy
- take an active and high-level role in the process of academy self-evaluation
- contribute to the main Whole Academy Strategic Plan (WASP) and Self-Evaluation Framework (SEF)
- manage the intent, implementation, and impact of individual strands within the WASP and SEF
- chair meetings of staff, students and/or parents/carers when appropriate
- be involved in staff appointments when appropriate
- plan, prepare and deliver staff training in liaison with other colleagues
- support the work of Faculty and Subject Leaders, providing appropriate guidance and support to monitor the effective implementation of academy and faculty policies, including the Ordinarily Available Inclusive Teaching Framework and Trauma Perceptive Practice (TPP).

### **Parents/Carers, Trustees, and the Community**

- attend Parents Consultation Evenings and meet with parents/carers as and when appropriate
- attend Trustee meetings in support of the Vice Principal in relation to relevant issues as and when appropriate
- attend and report to other Committees as and when appropriate
- support in ensuring that trips and visits are present in ensuring our students are exposed to sustained cultural capital



- represent the academy at performances, functions and meetings.

### **Students**

- develop and monitor the academy's core vision, ethos and values linked to Character Education
- provide appropriate support for all pastoral matters
- be involved in the management of student discipline at an appropriate level and in partnership with other colleagues, including liaison with outside agencies and parents/carers as and when necessary
- provide appropriate support on curriculum matters and decisions as and when appropriate.

### **General**

- to participate in the performance and development review process, taking personal responsibility for identification of learning, development, and training opportunities in discussion with line manager
- to comply with individual responsibilities, in accordance with the role, for health and safety in the workplace
- ensure that all duties and services provided are in accordance with the academy's Equal Opportunities Policy.

**The Trustees are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment**

**Date of next review:** Annually in line with the PMR process.

Person Specification - Qualifications and Experience	Essential	Desirable
Has qualified teacher status with a degree qualification	✓	
Evidence of further professional study		✓
Outstanding classroom teacher preferable with experience in all key stages	✓	
Evidence to confirm undertaking recent CPD in the area relevant to this post	✓	
Experience of successfully managing whole academy issues and initiatives including senior leadership team responsibility	✓	
Experience of accurate year/key stage/subject self-evaluation and improvement planning in order to raise standards	✓	
Experience as a manager of leading, motivating and managing staff effectively to raise standards and evaluate the impact of initiatives(s)	✓	
Ability to hold people accountable and manage performance effectively	✓	
Experience of promoting excellence and challenging poor performance	✓	
Experience of managing staff and students to resolve conflict	✓	
Experience of responsibility in a curriculum area		✓
Knowledge, Skills, and Abilities	Essential	Desirable
Ability to lead the development of behaviour and care strategies within the academy including leading CPD	✓	
Has the ability and ideas to ensure that Plume Academy continues to build upon its reputation	✓	
Demonstrates outstanding leadership traits and is comfortable as a team player	✓	
Knowledge of recent/current educational developments, initiatives, and legislations and how they might impact upon the academy	✓	
Ability to utilise data effectively to monitor progress and evaluate performance	✓	
Up to date knowledge of curriculum and assessment developments	✓	
Has the knowledge, understanding and experience of additional support and outside agencies to assist in meeting pupils needs	✓	
Ability to initiate and lead change and maximise human and other resources	✓	
Has good organisation skills, the ability to delegate effectively and make sound judgements when working under pressure	✓	
Knowledge and understanding of safeguarding issues	✓	
Ability to involve parents/carers, trustees, teachers, pupils, and other stakeholders constructively in planning improvements for the academy	✓	
Personal Qualities	Essential	Desirable
Treats people fairly, equitably and with respect to maintaining positive working relationships	✓	
A proven record of sustained outstanding classroom practice, demonstrating significant value added to achievement levels	✓	
Ability to maintain trust and be highly respected by staff	✓	
Ability to chair meetings effectively and delegate	✓	
Has high expectations and shows a passionate commitment to developing the best in young people, with a relentless focus upon ensuring outstanding attainment and outcomes	✓	
A creative and imaginative thinker who has the ability to identify innovative solutions to problems	✓	
Has a record of successful working with parents as partners in learning	✓	
Committed to on-going research into strategies that can be adapted for successful implementation at Plume Academy	✓	
High level of communication skills both written and verbal and ability to address a range of audiences	✓	
Commitment to safe-guarding and promoting the welfare of young people	✓	