



## **Academies Enterprise Trust**

### **Job Description**

**Job Title:** Vice Principal: Director of Provision & Inclusion

**Location:** Caldicotes Primary Academy

**Hours of work:** Full time

**Reports to:** Principal and Governors

### **Purpose of the Role:**

- Quality first teaching through effective monitoring across the academy, supporting the Principal in holding the MLT, teachers and support staff to account for pupil outcomes and progress
- Appropriate provision is provided for all children to enable them to access the national and extended curriculum. Along with a general and shared responsibility for all pupils, a specific responsibility to hold the SENDCo to account for the responsibilities of the role of SENDCo with a focus on children in the following groups (not exhaustive):
  - Children with additional needs, with learning difficulties or disabilities.
  - Children with English as an additional language and from ethnic groups identified nationally, or within school as underachieving
  - Children with gifts and talents, with high and highest levels of abilities
  - Children who are in the care of the local authority (Looked After children)
  - Children for whom there are Child Protection concerns
  - Children who are newly arrived into this country, education system or school.
- Work collaboratively with the Director of Safeguarding & Well-being and the members of the Teaching, Learning & Assessment Team to secure academic achievement, personal development and a sense of value and well-being for all children and enable them to become the best that they can be, challenging all to 'find their remarkable.'
- Raise standards of achievement across the academy especially in key areas of communication, speaking & listening, reading, writing and maths (as identified in the AIP) aiming to achieve end of year Trust targets - based on previous achievement and AREs
- Act as a "critical friend" by providing effective professional challenge and support to the Principal
- Coach and support the development of middle leaders



- Be involved in the organisation, planning and delivery of assemblies to ensure a content reflecting Social, Moral, Spiritual & Cultural, PSHEe, national and international themes and dates for celebrations fostering diversity and broadening cultural awareness;
- Assume responsibility for the management of the academy in the absence of the Principal

To promote and adhere to the Trust's values to be unusually brave, discover what's possible, push the limits and be big hearted.

### **Responsibilities:**

The quality of Teaching, Learning, Assessment across the academy, to include SEND and More Able, Gifted and Talented provision; Leader of Curriculum. To carry out the duties, as may be reasonably directed by the Principal in accordance with the relevant paragraphs in the current School Teachers Pay & Conditions Document.

### **Roles**

- Member of SLT
- Curriculum for All leader
- Achievement & Progress Lead
- SLT link to Middle leadership Team, Teaching, Learning, Assessment & Pupil Premium Champions
- Supporting the English lead to promote a passion for reading
- Making effective use of the 'Caldi Coach' for learning and progress
- Performance Appraisal line manager

### **MAIN DUTIES / RESPONSIBILITIES**

#### **TEACHING, LEARNING & ASSESSMENT**

To provide strategic leadership and development of the following aspects of the academy:

- Support the Principal in developing and maintaining high morale and confidence amongst all staff and to set an example of high professional standards and leadership
- Strategic leadership of the quality of Teaching, Learning, Assessment and Inclusion
- Support the Principal in implementing the Curriculum Intent and monitoring and reviewing the its impact.
- Support the Principal to evaluate the quality and impact of Teaching, Learning and Assessment across the academy

Be a role model for good practice in T, L & A incorporating effective support, guidance and appropriate challenge for SEND and MAGT pupils.

Through persistently insisting on the consistent adoption of the academy policies, create and sustain an environment of high standards, excellent behaviour and discipline.



Direct, support and monitor the work of the Teaching, Learning & Assessment Team, liaising with the Director of Safeguarding & Well-being to monitor the impact of Learning & Teaching Assistants to ensure the highest standards of teaching, learning & assessment across the academy.

Support the SLT in fostering good relations with parents and the community, ensuring, as far as possible, the involvement of all in the life and ethos of the academy.

Be a performance management team leader

Provide cover for absence/PPA / leadership release and 'booster' as required by the Principal

To teach targeted / focus groups of children to raise attainment / accelerate progress

***NB - the post is 0.5 class based but this may change depending on the needs of the school***

### **RESOURCE MANAGEMENT**

Work with the Principal to plan and organise Continuing Professional Development for all staff

To undertake a central role in maintaining effective channels of communication within the academy and between the academy and outside agencies

To support the Principal to effectively manage the academy budget, especially monitoring of the impact of the Pupil Premium Grant with the Pupil Premium Champion and Dir of Safeguarding and Well-being and any additional funding awarded linked to SEND / MAGT provision

Ensure effective deployment of the Academy budget and liaise with the Principal and Cluster HR/ Finance team

### **SAFEGUARDING**

To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 in relation to child protection and safeguarding children and young people as this applies to the teacher's role within the academy.

To support other members of staff to fulfil their responsibility for safeguarding.

### **Employee value proposition:**

We passionately believe that every child can discover their own remarkable life. It's what motivates us around here. We know this vision requires something extra. Which is why at AET, you'll find more. More opportunities, so you can forge your own path. More care and support, so you can prioritise what matters most. More purpose, for you and for the children we're inspiring. Come inspire their remarkable with us.



Our values:

The post holder will be expected to operate in line with our values which are:

- Be unusually brave
- Discover what's possible
- Push the limits
- Be big hearted

**Other clauses:**

- The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Teachers' Pay and Conditions.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
- This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
- Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

**Safeguarding**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.



**Person Specification**

**Job Title: Vice Principal: Director of Provision & Inclusion**

General heading	Detail	Essential requirements:	Desirable requirements:
Qualifications	Qualifications required for the role	<ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• Degree or equivalent</li> <li>• Evidence of further professional training / relevant professional qualifications</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Knowledge/Experience	Specific knowledge/ experience required for the role	<ul style="list-style-type: none"> <li>• <b>Should have evidence of:</b></li> <li>• Outstanding and sustained classroom teaching in a primary school setting.</li> <li>• Impact of outstanding teaching and learning on raising standards for a range of groups of children.</li> <li>• A record of strong support for the personal, social and spiritual development of all pupils, especially</li> </ul>	<p>Experience of teaching in a nurture and/or booster group setting.</p> <p>Evidence of mentoring/coaching in order to influence and improve the teaching of others.</p> <p>Teaching experience in more than one establishment and/or across more than one Key Stage.</p> <p>Experience of using a variety of models and styles of teaching in</p>



		<p>those with additional needs.</p> <ul style="list-style-type: none"> <li>• A proven record in managing and promoting curriculum development for children with additional needs.</li> <li>• Successful member of a team within a school setting with proven track record of leadership, or personal impact, in at least one establishment.</li> <li>• <b>should have knowledge and understanding of:</b></li> <li>• Detailed knowledge of the National Curriculum document, SEND Code of Practice and awareness of the new Ofsted Education Inspection Framework</li> <li>• the role of the Senior Leadership Team within the academy;</li> <li>• curriculum management and the academy's duty to provide for the needs of all pupils;</li> <li>• the importance of effective accurate self-evaluation;</li> <li>• the need to work within financial constraints, and to</li> </ul>	<p>order to support children with additional needs.</p> <p>Positive handling training undertaken to support behavioural management</p> <p>A proven ability to liaise effectively with a wide range of external stakeholders.</p> <p><b>In addition, might have knowledge and understanding of:</b></p> <p>academy finance systems;</p> <p>academy assessment data and pupil tracking systems</p>
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		<p>apply best-value principles;</p> <ul style="list-style-type: none"> <li>• whole-academy issues and their strategic management.</li> <li>• An understanding of the characteristics of high quality teaching and learning and how to motivate staff to achieve this.</li> </ul>	
Skills		<p><b>will be able to:</b></p> <ul style="list-style-type: none"> <li>• communicate effectively (both orally and in writing) to a variety of audiences;</li> <li>• show evidence of good interpersonal skills as a team member, and in handling sensitive situations in a wider context;</li> <li>• establish good working relationships throughout the academy community;</li> <li>• promote a subject area effectively within the academy;</li> <li>• promote the academy's aims positively, and use strategies to monitor motivation and morale;</li> <li>• motivate others to achieve their best, and enhance their self-esteem</li> </ul>	<p><b>In addition, might be able to:</b></p> <p>work with governors and/or parent groups;</p> <p>provide academy-based INSET;</p> <p>encourage staff to surpass their own expectations</p>



		<ul style="list-style-type: none"> <li>• An understanding of how vulnerable groups can be identified and effective intervention sought.</li> <li>• Ability to identify, implement, modify and monitor whole school systems to benefit pupil progress.</li> <li>• An ability to work autonomously and as part of a team.</li> </ul>	
Personal Characteristics	Values	<ul style="list-style-type: none"> <li>• Ability to demonstrate, understand and apply our values             <ul style="list-style-type: none"> <li>○ Be unusually brave</li> <li>○ Discover what's possible</li> <li>○ Push the limits</li> <li>○ Be big hearted</li> </ul> </li> <li>• Efficiency, enthusiasm and dynamism.</li> <li>• An ability to lead and develop staff.</li> <li>• Effective organisational abilities.</li> <li>• Respectful of others and the ability to command respect.</li> <li>• Trustworthy and displaying a high integrity towards all aspects of the academy community.</li> <li>• An empathy with the diverse needs of children in our academy.</li> <li>• A creative thinker, flexible in their approach but determined to secure excellent outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to encourage and harness others ideas and enthusiasm.</li> <li>• A clear understanding of leadership skills.</li> <li>• A proven ability to empower others to accelerate school improvement.</li> <li>• Ability to organise and utilise others' organisational skills.</li> <li>• Proven ability to delegate appropriately.</li> </ul>



		<ul style="list-style-type: none"><li>• A tenacious, resilient and positive personality.</li><li>• Insistent, persistent, consistent</li></ul>	
Special Requirements		<ul style="list-style-type: none"><li>• Successful candidate will be subject to an enhanced Disclosure and Barring Service Check</li><li>• Right to work in the UK</li><li>• Evidence of a commitment to promoting the welfare and safeguarding of children and young people</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>