



CAMBORNE SCIENCE AND INTERNATIONAL ACADEMY

JOB DESCRIPTION

Post Title:	Vice Principal
Preamble:	It is recognised that the main focus of this post is whole school leadership and management.
Salary/Grade:	L17 – L21
Reporting to:	Vice Principal as delegated by the Principal.
Liaising with:	Governors, Senior Leadership Team, Teaching staff, relevant non teaching support staff, LA representatives external agencies and parents.
Purpose:	Under the direction of the Principal, the Vice Principal will provide professional leadership for the school which secures its success and improvement, ensuring high quality education for all its students and improved standards of learning and achievement.
Key Focus Areas	To be negotiated with the successful candidate, depending on their particular strengths, expertise and skill, and the extent they complement those of the existing team.
Vice Principals are expected to demonstrate and incorporate into their work a knowledge and understanding of:	
<ul style="list-style-type: none">• What constitutes quality in educational provision, the characteristics of effective schools, and strategies for raising students' achievement?• How to promote students' spiritual, moral, social and cultural development and good behaviour through effective management and leadership.• How to seek and use national, local and school data, Ofsted evidence and research findings in professional and school development.• Governance at national, local and school levels.	

As a Vice Principal under the direction of the Principal you will be expected to assist the Principal in the delivery of the following:

<p>Planning and Setting Expectations</p>	<ul style="list-style-type: none"> • Lead and manage the creation and implementation of a strategic plan, underpinned by sound resource planning and which identifies priorities and targets for ensuring that students achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement. • Plan for effective monitoring, evaluating and reviewing of the plan to secure progress and school improvement. • Think creatively and imaginatively to anticipate and solve problems and identify opportunities.
<p>Teaching and Managing Student Learning</p>	<ul style="list-style-type: none"> • Create and maintain a climate and code of conduct which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline throughout the school and which enable teachers to meet the standards set out in this framework. • Determine, organise and implement the curriculum and its assessment; monitor and evaluate them in order to identify and act on areas for improvement. • Monitor and evaluate the quality of teaching and standards of learning and achievement of students, including those with special educational or linguistic needs, in order to set and meet challenging, realistic targets for improvement. • Create and promote positive strategies for developing good race relations and dealing with racial harassment. • Ensure that improvements in literacy, numeracy and information and communications technology are priority targets for all students, including those with Special Educational Needs. • Ensure that students develop study skills in order to learn more effectively and with increasing independence.
<p>Assessment and Evaluation</p>	<ul style="list-style-type: none"> • Monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action as necessary. • Ensure the use of comparative data, together with information technology about students' prior attainment, to establish benchmarks and set targets for improvement.
<p>Student Achievement</p>	<ul style="list-style-type: none"> • Make explicit to students, parents, teachers and wider community the school's high expectations that all students can succeed. • Ensure that resourcing and staffing are dedicated to ensuring the highest standards of achievement for all students. • Ensure that effective mentoring systems and tutorial support systems are in place to support student achievement.

<p>Relations with Parents and Community</p>	<ul style="list-style-type: none"> • Account for the efficiency and effectiveness of the school to the governors and others including students, parents, staff, local employers and the local community. • Develop effective relationships with the community, including business and industry, to extend the curriculum and to enhance teaching and learning. • Create and maintain an effective partnership with parents and the wider community to support and improve students' achievement and personal development. • Maintain liaison with other schools, further education and other agencies related to student welfare and achievement. • Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the LA, the local community, Ofsted and others, to enable them to play their part effectively. • Ensure that parents and students are well-informed about the curriculum, attainment and progress, and about the contribution that they can make to achieve the school's targets for improvement.
<p>Managing own Performance and Development</p>	<ul style="list-style-type: none"> • Participate in arrangements for Performance Management and take responsibility for own professional development. • Prioritise and manage own time effectively. • Work under pressure and to deadlines. • Sustain their own motivation and that of other staff.
<p>Managing and Developing Staff</p>	<ul style="list-style-type: none"> • Implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets for teachers, including targets relating to students' achievement. • Motivate and enable all staff in their schools to carry out their respective roles to the highest standards, through high quality continuing professional development based on assessment of needs. • Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and students. • Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities. • Lead professional development of staff through example. • Support and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate, for example, higher education, LEAs and subject associations. • Understand the expectations of other staff, and ensure that trainee 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 standard for induction. • Ensure that professional duties and conditions of employment as set out in the School Teachers' Pay and Conditions document, including those for the Principal, are fulfilled.

<p>Managing Resources</p>	<ul style="list-style-type: none"> • Work with governors and senior colleagues to recruit staff of the highest quality. • Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided. • Set appropriate priorities for expenditure, allocate funds and ensure effective administrative control. • Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations. • Manage, monitor and review the range, quality, quantity and use all available resources in order to improve students' achievements, ensure efficiency and secure value for money.
<p>Strategic Leadership</p>	<ul style="list-style-type: none"> • Create an ethos and provide educational vision and direction which secure effective teaching, successful learning and achievement by students and sustained improvement in their spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of adult life; and secure the commitment to the vision and direction of the school. • Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the LA, the local community, OfSTED and others, to enable them to play their part effectively. • Lead by example, provide inspiration and motivation, and embody for the students, staff, governors and parents vision, purpose and the leadership of the school. • Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to secure school improvement, and targets which secure the educational success of the school. • Ensure the management, finance, organisation and administration of the school to support its vision and aims. • Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievements, and for achieving effectively and value for money.
<p>Additional Duties:</p>	<ul style="list-style-type: none"> • Undertake, in the absence of the Principal and to the extent required by the Principal's employers, the professional duties of the Principal. • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. • Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description. • Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and following consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the job title and grade.

Signed:

(Vice Principal)

Signed:

(Principal)

Date:

(Vice Principal)

Date:

(Principal)