

Vice Principal

Job Description

Overview of the role:

The role of the Vice Principal is pivotal in supporting the Principal in the leadership and management of the school, developing and implementing whole-school initiatives that will ensure its success and improvement, ensuring high quality education for all students and improved standards of learning and achievement. This role will ensure the school is a safe and inclusive learning environment for all, developing positive relationships with students, staff, parents and carers. This role will oversee the smooth operation of day-to-day activities within the school and involve deputising for the Principal when required.

This role contributes to the Lift Schools' mission that **every** child receives an **excellent** education, in **every** classroom, **every** day.

Responsibilities:

Leadership and Management

- Work collaboratively with the Principal in developing and implementing the school improvement plan.
- Oversee daily operations and ensure adherence to school policies and procedures to maintain high standards of conduct and professionalism.
- Manage performance and professional growth of Assistant Principals and other staff (as appropriate) through appraisals, coaching and training programmes, developing staff and holding them to account in line with Lift Schools policies.
- Lead on specific whole-school strategies and policy areas, such as curriculum development, student welfare, behaviour management, or staff development, driving excellence across all aspects of school life.
- Contribute to the prioritisation, allocation and management of resources (including financial, human and educational) to ensure sustainability.
- Deputise for the Principal in their absence.

Teaching, Curriculum and Assessment

- Lead by example, demonstrating high-quality teaching practices and instructional leadership.
- Drive excellent standards of teaching by supporting colleagues to design a carefully sequenced, broad and coherent curriculum, ensuring there is alignment with national standards and network expectations, and that the needs of all students are met with high expectations, including those with SEND.
- Develop and implement rigorous monitoring and evaluation mechanisms to assess teaching and learning quality across the school, ensuring continuous improvement.
- Lead the development and implementation of robust assessment practices across the school, ensuring that assessments are aligned with curriculum objectives and provide meaningful feedback to students.
- Oversee the design and administration of internal and external assessments, including mock examinations, coursework and national standardised tests, in accordance with examination board requirements.
- Analyse data including student progress data and staff performance data to identify strengths and areas for development, informing targeted interventions and instructional improvement efforts.

Culture and Behaviour

- Lead the development and implementation of culture and behaviour policies and systems, championing an aspirational, safe and inclusive learning environment that fosters mutual respect among students and staff.

- Provide leadership and training in pastoral care, ensuring that all students feel safe, valued, and empowered to succeed academically and personally.
- Establish and implement fair and consistent disciplinary and behaviour procedures, emphasising accountability and personal growth to uphold a culture of respect and responsibility throughout the school community.
- Drive excellence in student attendance and behaviour standards, devising targeted interventions to improve attendance rates and promote positive behaviour, ensuring the school is inline with national benchmarks.
- Forge strong partnerships with parents and carers and external organisations and agencies, collaborating closely to support student achievement and well-being, fostering a cohesive and supportive school-home relationship.

Community Engagement

- Oversee school events and activities, including parents' evenings, celebratory events and school performances, ensuring these promote community engagement and support student achievement.
- Facilitate effective communication with parents, carers and the community to foster a sense of shared purpose and collaboration.
- Develop and maintain partnerships with external stakeholders, including local authorities, partner schools, and educational organisations, to develop opportunities and resources that enhance the educational experiences of students.

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Teachers' Pay and Conditions. The postholder is expected to work to the best of their ability, to be diligent, honest and ethical in the performance of duties and to conduct personal and professional life to the highest standard such that public confidence in their integrity is sustained.
2. This job description does not form part of the contract of employment and is not a comprehensive definition of the post. The duties of this post may vary from time to time according to the needs of the school/Trust following consultation with the job holder. It will be reviewed periodically.
3. The postholder is expected to participate and engage with workplace learning and development opportunities to continually improve their own performance.
4. The postholder may deal with sensitive material and should maintain confidentiality in all school related matters as set out in their statement of terms and condition of employment.
5. Information about how and why we collect your data can be found in the "Lift Schools Privacy Notice for Staff" which you are required to comply with.
6. You are expected to take reasonable care of your own health and safety and to be mindful of the safety of others, to cooperate with instructions, to minimise and mitigate potential hazards and risks to others and to appropriately report hazards, illnesses or injuries in accordance with our Health & Safety Policy.

Safeguarding:

At Lift Schools we are committed to ensuring the highest levels of safeguarding and promoting the welfare of our students, and we expect all our staff and volunteers to share this commitment. We adopt a robust, fair and consistent recruitment process which is inline with Keeping Children Safe in Education guidance. This includes online checks for shortlisted candidates. All offers of employment are subject to an Enhanced DBS check,

references, and where applicable, a prohibition from teaching check, and you are required to complete them and advise us immediately should you subsequently be convicted of an offence.

Equality, Equity, Diversity and Inclusion:

At Lift Schools, we want all of our employees to feel included bringing their passion, creativity and individuality to work. We value all cultures, backgrounds and experiences, and we truly believe that diversity drives innovation.

Person specification

Qualifications and experience

Essential

- Qualified to degree level or above.
- PGCE or similar qualification.
- Qualified teacher status.

Desirable

- Evidence of recent professional development related to teaching and learning and/or educational leadership e.g. specialist or leadership NPQ.

Knowledge and skills

Essential

- A strong classroom practitioner - with a proven track record of achieving excellent progress and outcomes for all children, regardless of their prior attainment, needs or background.
- Successful experience as a senior leader in education, with a track record of initiating and delivering whole-school improvement initiatives.
- Experience of building and maintaining positive relationships and influence with a range of stakeholders.

Desirable

- Teaching or leading in a high performing school with first-hand experience of what 'excellence' looks like.
- Teaching or leading successfully and with impact in a school of high deprivation or challenging circumstances.
- Experience of instructional coaching and deliberate practice.

Leadership skills

Essential

- Excellent communication and interpersonal skills, with concise, clear writing and articulate public speaking.
- Able to develop others - by having high expectations and clear goals, targeting support wisely and holding to account in a supportive but rigorous way.
- Able to collaborate - identifying needs and strengths in others, and understanding how and when to adopt a team approach to problems or initiatives.
- Able to solve problems, with strength in both conceptual and analytical thinking.

Desirable

- Experience in developing and leading a network group, for example within or between schools.
- Experience of coaching techniques and strategies.

Personal attributes and behaviours

Essential

- Driven by moral purpose; aligned to our vision, mission and values.
- Adhere to the Nolan Principles and be able to establish professional, effective working relationships with a range of staff and students.
- Intellectually curious, forward-thinking, open-minded and a seeker of knowledge.
- Self-aware with the ability to reflect on personal motivations, behaviours, strengths and areas for development.
- Resilient and driven to act thoughtfully (and also swiftly where needed) when under pressure, encountering setbacks, or receiving critique.

Desirable

- Can reflect thoughtfully and critically on the Project H mindsets, and identify their own strengths and areas for development in these areas. The Project H mindsets are:
 - Share ideas early, often and honestly
 - Embrace constructive disagreement
 - Value ideas, not ego
 - Be curious and open to new ideas
 - Focus on facts and reason.

Special requirements

- Successful candidate will be subject to an enhanced Disclosure and Barring Service Check.
- Right to work in the UK.
- Evidence of a commitment to promoting the welfare and safeguarding of children and young people.
- Show a commitment and proactive approach to drive forward equality, equity, diversity and inclusion and to own personal development along with a positive attitude towards legislative developments and the provision of equitable services.
- Trained as a Designated Safeguarding Lead, or willingness to undertake training.