



Job Description

JOB TITLE	Vice Principal – Attendance, Pastoral and Behaviour
PHASE	Secondary
SALARY GRADE	Leadership Scale (L19 – L23)
REPORTING TO	Head of School

Job Purpose

- The Vice Principal for attendance, pastoral and behaviour will work under the direction of the Head of School to deliver on all aspects of the school relating to the school's pastoral provision, inclusive practice around attendance and behaviour, and the success of all students.
- They will ensure that the Academy's core values of 'Aspire, Achieve and Respect' are lived by all staff and students and well supported by parents. They will play a critical role in ensuring a 'child first' approach and supporting the Trust to deliver on its mission to transform life chances.
- The Vice Principal will be supported by a team of Assistant Principals. They will be expected to lead effectively on a range of areas including attendance; behaviour; relational practice; personal development; SEND and the effective implementation of key policies relating to the role.

Duties and Responsibilities

- Contributing to an educational vision, direction and ethos that secures effective achievement for students, preparing them for the opportunities, responsibilities and experiences of adult life.
- Ensuring through day-to-day management that the vision for inclusive provision is clearly articulated, shared, understood and acted upon effectively by all.
- Translating the vision into agreed objectives and operational plans which promote and sustain improvement.
- Demonstrating the agreed vision and values in everyday work and practice.
- Ensuring that through day-to-day operational management, all those involved in delivering inclusive provision are committed to its aims, motivated to achieve them; and involved in meeting long, medium and short-term objectives and targets that secure the success of the school for young people.
- Implementing the academy improvement plan, taking account of the diversity, values, experience and aspirations of the academy and the wider community.
- Supporting the use of appropriate technologies to achieve accessibility.
- Consistently, through day-to-day management, monitoring, evaluating and reviewing the effects of policies in practice and taking necessary action to ensure they are exercised/adjusted as necessary.
- Ensuring that policies and practices take account of statutory guidance, national and local data, and inspection research findings.
- Leading all colleagues to ensure that all students are supported appropriately for their needs and circumstances.



- Taking strategic leadership on the delivery of the tutor programme and personal development

Attendance

- Lead the Attendance and Admissions team to ensure that attendance is not a barrier to achievement for individual, or groups of students; applying the TSAT attendance guidance and ensuring that attendance for all learners is high and they are punctual to school.
- Lead on the tracking and monitoring for all groups of students across the academy, identifying trends and intervening to ensure no child is disadvantaged due to non-attendance.
- Lead on the strategy to reduce internal truancy to lessons and poor punctuality; track and monitor the impact of work.
- Be the lead professional with the local authority on attendance, ensuring that all processes are followed and clear records are kept.
- Engage with local strategy to improve attendance.
- Provide timely reports around attendance for key stakeholders such as governors and Trust leads which communicate the success or otherwise of the school's strategy and identify how to achieve continuous improvement.
- Play a high profile in championing good attendance to school – finding ways to promote the link between attendance and achievement.

Admissions and Fair Access

- Create, lead and manage a rigorous and robust induction for mid-year transfer students who come through the Fair Access Panel, identifying and addressing their bespoke needs through the use of the Student Engagement Department and other provisions available so that they integrate successfully into the school.
- Deputise for, or if necessary take the role of lead link for the Inclusion Support Panel. This includes being the lead professional for completing change of placement forms to a high standard for ISP; reviewing the shared slides in a timely manner identifying areas of concern and risk for the community, or students whom the Academy may be able to support effectively with a fresh start.
- Create, monitor and evaluate personalised student passports for the students who arrive to the academy through Fair Access process; identifying their needs and ensuring all staff use the strategies to support their smooth induction, academic and personal achievements.
- Monitor the progress of mid-term transfer students over time to provide updates for all relevant stakeholders.
- Lead on reducing student mobility and mid-year transfers across the Academy by identifying common trends for students who choose to leave and addressing these effectively through collaborative work with other leaders and parents.
- Lead on the use of outside agencies to support SEMH students, completing applications in a timely and efficient manner.
- Be the lead professional for SEMH off-site provision, ensuring that provisions are



appropriate and approved by the local authority/Trust as a provider; ensure a smooth transition and that engagement is monitored to ensure value for money.

- Manage the Alternative Provision and Fair Access budgets.

Behaviours and attitudes

- Be the lead professional for the review and implementation of the behaviour for learning policy; ensuring that it is communicated clearly to staff, parents and students; and rigorously implemented making a demonstrable difference to Behaviour and Attitudes.
- Be the strategic lead for relational practice across the academy, ensuring that all staff are trained in 'building, maintaining and repairing' relationships with students and that students are engaged in the process.
- Monitor and evaluate the impact of the relational practice strategy through a range of data; exclusion (internal, alternative, suspension, permanent exclusion), attendance, punctuality, student, staff and parent voice.
- Deliver CPD for staff on how to manage behaviour and conduct inside, and outside of lessons, which is appropriate to their needs, and supports the school culture of 'Aspire, Achieve and Respect.'
- Establish and embed a means of quality assuring staff practice in relation to ensuring that students develop excellent habits; challenging and supporting staff where skills need to improve.
- Lead, manage and deploy the operational behaviour team to ensure that they effectively and efficiently respond to, and follow up on behaviour incidents which occur.
- Ensure that the Academy's standards in relation to behaviour are implemented effectively through the system of tracking student behaviour which have clear, and effective follow up leading to restoration of relationships and good engagement with school rules and routines.
- Embed the use of Provision Map to track, monitor and evaluate the use of and impact of planned interventions by the pastoral support team.
- Be the lead for reducing instances of bullying and peer-on-peer abuse through establishing and maintaining a robust system of reporting, tracking and monitoring taking action to address in a timely manner and communicating effectively with parents.
- Analyse behaviour trends, briefing the senior leadership team, and acting to ensure that any vulnerable groups are properly supported and interventions are in place which have an impact.
- Be the lead professional for the investigation of major incidents and make recommendations to the Head of School, or delegated suspension authority, if needed.
- Manage the suspension process through ensuring that all statutory processes are complied with; including preparing case work for permanent exclusion.
- Work collaboratively with the Inclusion (SEND-Co), Attendance and Safeguarding teams in order to identify and implement effective strategies to support the most vulnerable and at-risk students to engage in their education.



- Create the senior staff duty rota and monitor that senior staff adhere to the rota and are effective in their roles; addressing issues that occur.
- Manage unstructured time through a system of clear rules and routines which are well established to support entry and exit to the academy, transition in the corridors, break and lunchtime supervision.

Securing Accountability:

- Ensure that the Academy is constantly 'Ofsted-ready' in terms of all areas relating to this job description.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in keeping with professional growth priorities.
- Use a range of evidence including national data and own academy performance data to support, monitor, evaluate and improve aspects of school life, including challenging poor performance.
- Work closely with the SLT recognising their joint role in leadership.
- Ensure every student has access to the highest quality teaching and learning to enable them to achieve.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals ensuring clear delegation of tasks and devolution of responsibilities.
- Regularly review own practice, set personal targets with the Head of School and take responsibility for own professional growth.
- Manage own workload and support others to manage an appropriate work/life balance.

Strengthening Community:

- Engage with the Thinking Schools Academy Trust community to secure quality and entitlement of provision for all students, promotion of the Thinking Schools network, maintain and develop with the Head of School effective links with the community, local primary and secondary schools and other partners.
- Promote the standards of the academy to the wider community.
- Work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all students and the wider community.
- Ensure if a pupil transfers to another school, all relevant information is conveyed to it, and supports a smooth transition for the pupil.
- Promote access to the curriculum, facilities and extra-curricular activities.

Teaching and Learning

- With the SENDCo, set high expectations of identified students, and ensure teachers set targets that accelerate progress and appropriately support and challenge learners.



- Work collaboratively with the Senior Leadership Team (SLT), Extended Leadership Team (ELT) and the Thinking Skills Drive Team to ensure excellent teaching and learning is in place throughout the school.
- Be an excellent classroom practitioner.
- Lead the induction of new staff in areas relevant to this job role.
- With SENDCO, review all SEND strategies, policies and operations for impact and update as required to secure better provision.

Other responsibilities

- To attend meetings and lead meetings as required
- To attend school events as directed by the Head of School, including open events, progress evenings, and some key events outside of term time such as holiday school or GCSE results day
- To lead whole-school assemblies and support other staff with assemblies
- To prepare and present reports, as required by the Head of School, to governors, parents, agencies etc.
- Effective Line Management of Assistant Principals and other members of the extended leadership team as needed

Generic Duties relevant to all members of Staff

Working with colleagues and other relevant professionals

- To work with colleagues to achieve directorate objectives and targets.
- Communicate effectively with other staff members, customers, and service users.
- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust.
- Develop effective professional relationships with colleagues.

Whole directorate, strategy, and development

- Contribute to the development, implementation and evaluation of the Trust's policies, practices, and procedures, to support the directorate's values and vision.
- Make a positive contribution to the wider life and ethos of the directorate.

Professional development

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the directorate's appraisal procedures
- Attend meetings and training sessions as required.



Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside the directorate.
- Have proper and professional regard for the ethos, policies, and practices of the school, and maintain high standards of attendance and punctuality.
- Demonstrate positive attitudes, values, and behaviours to develop and sustain effective relationships with the school community.
- Respect individual differences and cultural diversity.

The Trust

- The ethos of our Trust is “Transforming Life Chances”. All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims. All staff should always act with professional integrity, following the “Code of Conduct”.
- You will be based with Medway. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust’s Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies regarding professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy’s Health & Safety Policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they encounter, such as members of the public, in premises or sites controlled by the Trust.



- To ensure compliance, procedures should be always observed under the provision of safe systems of work through safe and health environments, including information, training, and supervision necessary to accomplish those goals.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Safeguarding Lead.

Equal Opportunities

- To actively promote the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place, maintaining awareness of and commitment to Equal Opportunity Policies in relation to both employment and professional relationships.

Data Protection

- Always ensure confidentiality of personal data by sharing, processing, obtaining and advising on data in line with Trust Data Protection policies and procedures. Having due regard for the high level of personal and special category data processed within your role.
- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents, and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach, they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.



I understand and agree to the job description of a Vice Principal – Attendance, Pastoral and Behaviour

Name:

Signed:

Date:



Note:

In the context of this Job Description, pupils with special educational needs are deemed to include:

- * Pupils on the School's Special Educational Needs Register;
- * Pupils identified as being higher prior attaining, with additional needs;
- * Pupils with identified specific learning difficulties;
- * Pupils with unidentified needs surrounding poor behaviour;
- * Children in Care, those who were previously in care and those subject to Child Protection procedures;
- * Pupils eligible for free school meals; deemed to be Pupil Premium or equivalent;
- * Pupils belonging to ethnic minorities;
- * Pupils with English as an additional language (EAL);
- * Pupils of Romany, Gypsy or Traveller families;
- * Pupils who the Head of School considers have previously received, for any reason, an inadequate or compromised education.