 

**St Matthew’s C of E Primary**

**Vice Principal job description**

**Main purpose of the job**

* To play a major role alongside the Principal in encouraging all members of the school community in the Christian faith;
* to embrace Christian values and to act as an example through an active Christian life;
* to evaluate the effectiveness of the school in terms of overall provision, including pupil achievement and teaching and learning;
* to lead by example delivering outstanding teaching and learning outcomes, driving initiatives and managing change;
* to have overall responsibility for teaching and learning;
* to manage and develop the teaching practice of others;
* to evaluate and make recommendations on standards of behaviour in school;
* to contribute to the development, implementation and evaluation of the school’s policies, practices and procedures in such a way as to support the school’s values and vision;
* to take responsibility and accountability for Pupil Premium, including statistical analysis of progress, data and target-setting;
* to effectively support the Principal and the CDAT executive team and board in evaluations of whole school performance including OFSTED inspections.

**Wider professional responsibilities**

* Take an active role alongside the Principal in promoting and providing for the spiritual, moral, social and cultural development of pupils in line with our distinctive Christian faith;
* work alongside the Principal to lead and support staff and the governing body in fulfilling their responsibilities with regards to the school’s performance and standards;
* make a positive contribution to the wider life and ethos of the school;
* develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
* deploy support staff effectively;
* take responsibility for improving teaching and learning throughout school working alongside phase leaders;
* communicate effectively with parents / carers with regard to pupils’ achievements and wellbeing;
* take an active role in liaising with the church and the church community.

**Summary of responsibilities and key areas**

**Set high expectations that inspire, motivate and challenge within your own classroom and across school:**

* establish a safe and stimulating environment for pupils, rooted in mutual respect;
* set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
* demonstrate consistently the positive attitudes, values and behaviours expected of pupils;
* recognise the importance of developing a child holistically, including their spiritual awareness and uniqueness in the world;
* forge positive professional relationships with parents;
* consistently model high levels of professional conduct and integrity.

**Promote good progress and outcomes for pupils:**

* be accountable for pupils’ attainment, progress and outcomes;
* guide pupils to reflect on the progress they have made and their emerging needs;
* demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
* encourage pupils to take a responsible and conscientious attitude to their own learning.

**Demonstrate good subject and curriculum knowledge:**

* demonstrate a secure knowledge across the curriculum;
* demonstrate a critical understanding of developments in subjects and curriculum areas and promote the value of scholarship;
* demonstrate an understanding of, and take responsibility for, promoting high standards of literacy and the correct use of standard English, whatever your specialist subject;
* support colleagues in their professional development as lead for Teaching & Learning.

**Plan and teach well-structured lessons:**

* impart knowledge and develop understanding through effectively-planned lessons;
* promote a love of learning and children’s intellectual curiosity;
* reflect systematically on the effectiveness of lessons and approaches to teaching;
* contribute to the design and provision of an engaging curriculum, fostering and maintaining pupils’ interest in subjects and addressing misunderstandings;
* model outstanding practice.

**Adapt teaching to respond to the strengths and needs of all pupils:**

* have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these;
* demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils’ education at different stages of development;
* have a clear understanding of the needs of pupils throughout school including those with special educational needs, those of high ability, those with English as an additional language and those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**Make accurate and productive use of assessment:**

* make use of formative and summative assessment to secure pupils’ progress;
* use relevant data to monitor progress, set targets and plan subsequent lessons;
* give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback;
* work alongside the Principal and Assessment Coordinator to evaluate school-wide progress.

**Manage behaviour effectively to ensure a good and safe learning environment:**

* have high expectations of behaviour and establish a framework for discipline following school’s behaviour policy using a range of strategies;
* manage classes effectively, using approaches that are appropriate to pupils’ needs in order to involve and motivate them;
* work across school modelling a restorative approach to issues that may arise.