



Opportunity

VICE PRINCIPAL

SALARY – LEADERSHIP SCALE – L17 - L21 (£69,970 - £77,195)

REQUIRED – APRIL 2024

As a growing school, we are delighted to advertise the post of Vice Principal to complement our current senior leadership team. We are seeking a high calibre person with leadership experience who is enthusiastic, inspirational and well-motivated and wishes to play a key role in continuing to shape the strategic vision for Henry Cort Community College whilst ensuring that our students develop their potential and achieve successful outcomes.

If you are a resilient and dynamic leader with exceedingly high expectations, a can-do attitude and a proven track record of raising achievement and effecting cultural change at whole school level, then you are encouraged to apply. Working alongside an experienced Principal and senior leadership team, this would suit an ambitious individual with a competitive drive for excellence who is able to establish a true presence within the college.

As Vice Principal you will join a team responsible for leading the college in its improvement priorities. You will take on key strategic leadership responsibilities across the whole college defined by experience, expertise and interest, and provide line management for Faculty Leaders, in negotiation with the Principal. This post provides an outstanding career opportunity to play a critical role in the next phase of the college's development and would suit a candidate aiming for headship within the next 4-5 years.

We would love to hear from you if you have the essential skills and experience from our Job Description/Person Specification and have:

- Significant previous SLT experience, ideally in more than one setting
- A proven track record of success in your current remit, evidenced by outstanding student outcomes.
- Excellent communication and interpersonal skills.
- The ability to lead effectively and work as part of a team.
- A strategic vision and proven ability to make things happen.
- High quality organisational and management skills.
- Personal qualities to inspire, motivate, support and challenge others.
- The ability to raise the aspirations of our students and staff.

In return we can offer the successful candidate:

- The chance to shape the future of the college.
- Opportunities to develop both professionally and personally.
- A team of hardworking, dedicated staff and governors who put the students at the heart of everything they do.
- An enthusiastic and happy student body.

If you have the drive and vision to help take us to the next level, then we look forward to hearing from you. Conversations with the Principal are welcomed and would be treated in

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confidence. Please email Jane Upton, PA to the Principal, via recruitment@henrycort.org in the first instance so this can be arranged for you.

On the basis that interested candidates may be keen to visit the college before making a formal application, this can be arranged by emailing recruitment@henrycort.org

This college, and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that our recruitment and selection practices reflect this commitment. All successful candidates will be subject to a Disclosure and Barring check as well as other relevant pre-employment checks including online searches.

Application Process

Naturally, we are seeking to appoint the best possible candidate and therefore the application process will reflect our desire to undertake all necessary measures to achieve this. If this role interests you, please send us your completed application form which should include a description of how your experiences will move Henry Cort Community College forward in the following areas, by providing:

1. Evidence of developing staff and school culture.
2. Evidence of raising student attainment to achieve a positive progress 8 score.
3. Evidence of leading the use of data effectively to ensure that high quality teaching and learning is informed and accelerates progress.
4. Evidence of building self-disciplined learners that demonstrate high standards of behaviour.
5. Evidence of establishing a strong take up of extracurricular provision by disadvantaged students.
6. Evidence of developing a self-reflective, self-improving system.

Please address these points within the 'statement in support of application' section of the application form.

Please send your completed application form and covering letter to recruitment@henrycort.org

Application Forms and supporting documentation can be found on the college website www.henry-cort.hants.sch.uk under Opportunities.

Closing date for applications: Noon, Thursday 1 February 2024
Interview dates: Thursday 8 February 2024 and Friday 9 February 2024



Role: Vice Principal
Reporting to: Principal
Responsible for: Extended SLT members and Faculty Leaders

DUTIES:

Core Purpose

To assist the Principal in the development of the college, creating a climate of learning where expectations are high, clearly communicated and consistently reinforced.

To support the development of the whole child, within a safe and healthy environment, fostering positive community values.

To promote a culture where students have high aspirations, the determination to succeed, and opportunities to make exceptional progress.

To have an 'eye' for standards. Implement accurate performance indicators for students and staff and hold everyone accountable for them.

To possess an up to date understanding of Ofsted requirements and ensure the effective and rigorous self-review framework is embedded within the college.

Support the development of effective, high performing teams across the college through the delivery of training and through coaching.

To assist the principal in managing the college.

To support and represent the principal at meetings as and when required.

To undertake the professional duties of the principal during her absence as agreed.

To be a deputy DSL.

To be a key member of the senior leadership team.

To undertake such duties as delegated by the principal.

Leadership & Management

The role will encompass the following areas, however, the specific nature and balance of these responsibilities will vary according to the strengths of the individual and how these complement the senior leadership team overall:

To lead by example with integrity, creativity, resilience and clarity, demonstrating optimistic personal behaviour, positive relationships and attitudes towards students, staff, parents and Governors.



To develop, maintain and model the ethos, values and overall purposes of the college so that a positive and respectful college culture is maintained in which staff care about students and everyone feels safe.

To assist with leading the development plan which will translate college aims and policies into actions.

To assist in leading the monitoring and evaluation of the performance of the college.

To implement the local authority's, and the governing board's policies, on equal opportunity issues for all staff and students in relation to sex, gender, race, disability and special needs.

To ensure the efficient organisation, management and supervision of college routines.

Teaching, Learning & Assessment

Work with the Principal in the strategic leadership for a key area of college improvement, its development and delivery that meets the needs of individual students and maximises the opportunity for each individual to achieve excellent outcomes.

To carry out the duties of a college teacher as set out in the current college Teachers' Pay and Conditions Document and in the college's class teacher job description, including the provision of cover for absent teachers, in accordance with the agreed loading.

To ensure that learning and teaching policy and practice are at the highest standard.

To oversee regular and systematic reviews of standards to ensure early identification of strengths and weaknesses, ensuring effective interventions are made.

To support senior and middle leaders in the effective review of standards in their areas of responsibility.

To motivate students and staff to achieve the highest possible standards and secure the best possible outcomes.

To establish and maintain clear improvement plans, milestones, targets and expectations in relation to standards, quality and achievement.

To understand and implement an assessment framework that will provide accurate and timely information for students, parents, teachers and governors.

To use data from stakeholder consultation in order to critically evaluate learning and teaching.

To take a leading role in the development, organisation and implementation of the college's curriculum.

To take a leading role in developing college policies on curriculum, teaching and learning styles, assessment, recording and reporting.



To ensure that the learning and teaching provided by different faculties and teaching teams forms a co-ordinated, coherent curriculum entitlement for individuals and addresses behavioural needs.

To ensure that information on student progress is used to improve teaching and learning to inform and motivate students, to inform parents, to provide necessary references for other educational institutions and employers, and to aid governors in their future management of the college.

Learner Journey

To assist in the leadership of the development, organisation and implementation of the college's policy for the personal and social development of students including pastoral care and guidance.

Demands ambitious standards for all pupils regardless of disadvantage, background or starting point, closing gaps and securing age related expectations (as appropriate).

To promote, among students, standards of conduct/discipline and a proper regard for authority and the encouragement of good behaviour.

To develop self-discipline among students.

To contribute to the handling of individual disciplinary cases.

The Management of Staff

To promote appropriate focus on staff well-being and workload both strategically in the development of policies, processes and systems and operationally in response to specific matters.

To manage members of the extended leadership team and Faculty Leaders.

To participate in the selection and deployment of teaching and non-teaching staff of the college.

To exercise effective staff management, lead and motivate others and generate effective working relationships at all levels.

To maximise the contribution of staff to improve the quality of education provided and standards achieved.

The Management of Resources

To be able to exercise strategic, curriculum led financial planning and financial astuteness in allocating financial resources appropriately, with transparency and providing value for money, based on the college's priorities.

To lead, in conjunction with the Principal, on the formulation of the college's policies and procedures concerning resource management.



To allocate, control and account for those financial and material resources of the college which are delegated by the Principal.

To promote an attractive environment which stimulates learning and enhances the appearance of the college.

To exercise appropriate regard to the health and safety and protection of staff and pupils through implementation of effective policies, processes and systems in respect of HR, Health and Safety and safeguarding, identifying, managing and mitigating risk appropriately.

Relationships

To work effectively with the governing board in providing quality information, objective advice and support, to enable the whole governing body to meet its responsibilities

To assist liaison and co-operation with local authority officers and support services.

To lead in maintaining and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their child's education.

To assist liaison with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development.

To assist liaison with other professional bodies, agencies and services.

To create, develop and maintain positive links and relationships with the community, local organisations and employers:

- to promote a positive image of the college
- to ensure that the college plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community.

The role profile may be modified by the Principal, after consultation, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Safeguarding of Students and duty of care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure 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 must collectively create an environment where children feel safe to learn and grow. Students should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm, then it's essential you know what actions to take. Annual safeguarding training is offered to all staff at Henry Cort Community College, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education document \(Department of Education\)](#).



POST: VICE PRINCIPAL

	Employee Attributes
1	Qualifications, Experience and Professional Development
1.1	Qualified Teacher Status.
1.2	Degree.
1.3	DSL qualification.
1.4	Teaching experience with a strong track record of success.
1.5	Professional development in preparation for headship/deputy headship.
2	Leadership and Management Experience
2.1	At least 5 years of successful senior leadership experience as an assistant principal.
2.2	Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level.
2.3	Demonstrated the ability to work strategically and successfully at a senior leadership level.
2.4	Working successfully with other education partners and providers.
2.5	Demonstrable experience of managing a team to achieve strategic aims.
3	Teaching Experience
3.1	Demonstrated outstanding, sustained and successful experience as a teacher in a secondary context.
3.2	Substantial experience of teaching students at Key Stage 3 & 4.
3.3	Experience of teaching/leading in more than one school.
4	Professional Experience, Knowledge and Understanding
	The person should be able to demonstrate appropriate experience, knowledge or understanding of - Shaping the Future
4.1	Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision.



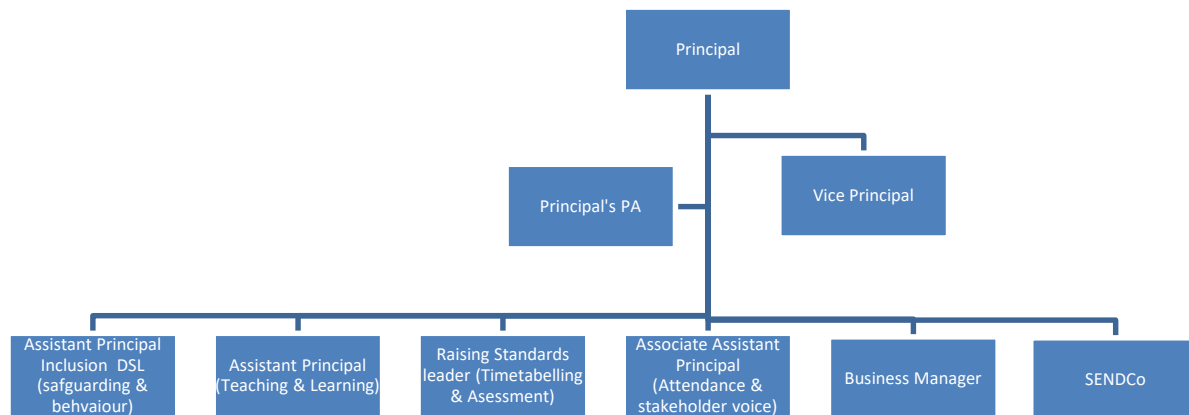
4.2	Experience of developing and sustaining a learning culture that has the individual child at its core, including high expectations and standards of achievement.
4.3	Knowledge of trauma informed practice which can be cascaded to staff.
4.4	Evidence of successful DSL responsibilities and working with others in the best interests of the child.
Leading Teaching and Learning	
4.3	Experience of implementing strategies for improving the quality of behaviour for learning, including promoting excellence and challenging poor performance.
4.4	Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being.
Developing Self and Working with Others	
4.5	Understand the significance of interpersonal relationships and strategies for promoting individual and team development.
4.6	Know how to promote an open, fair and equitable culture.
4.7	Have a clear understanding of the impact of change and different leadership styles on individuals and organisations.
Managing the organisation	
4.8	Successful experience of the delegation of leadership responsibilities and management tasks as appropriate and monitoring their implementation.
4.9	Understand how to establish and sustain effective organisational structures, systems, policy and practice.
4.10	Knowledge of and commitment to the implementation of the safeguarding agenda.
Securing Accountability	
4.11	Demonstrate a clear understanding of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management and have experience of these.
4.12	Show a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the college, including challenging poor performance.



4.13	Experience of holding individuals, teams and whole school to account for student learning outcomes. Strengthening Community
4.14	Understand the importance of listening to, reflecting and acting on community feedback.
4.15	Experience of strategies that encourage parents and carers to support their child's learning.
4.16	Experience of building and sustaining effective relationships with parents, carers, other colleges and partners and the broader community that enhance the education of students.
5	Personal Skills and Attributes The ability to -
5.1	Lead by example and ensure students and staff are held accountable for actions which fall short of college expectations.
5.2	Embed successful change across the college by effectively completing tasks and evaluating outcomes within agreed timescales.
5.3	Inspire, challenge, motivate and empower teams and individuals to achieve high goals.
5.4	Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.
5.5	Demonstrate personal and professional integrity, including modelling values and vision.
5.6	Prioritise, plan and organise themselves and others.
5.7	Think analytically, creatively and demonstrate initiative in solving problems.
5.8	Be aware of their own strengths and areas for development and listen to, reflect constructively and act upon, as appropriate, feedback from others.
5.9	Demonstrate a capacity for sustained hard work with energy and vigour.
5.10	Demonstrate resilience and optimism.



Senior Leadership Structure



College Information

Further information about the college can be found by clicking the link to our prospectus - <https://sway.cloud.microsoft/NQH69eEncw4unNHB?ref=Link>