

## Head of College (Vice Principal)

The Head of College (Vice Principal) plays a pivotal leadership role within the academy, responsible for shaping and delivering a high-performing, inclusive culture across the College. As a senior leader, the role supports strategic planning, operational excellence, and the personal and academic development of all students. In partnership with the Principal and wider leadership team, the postholder will champion high expectations, drive innovation, and support the delivery of the Trust's educational vision.

### Core Purpose

The ideal candidate will bring presence, passion and resilience to the role—demonstrating a relentless commitment to raising standards and transforming outcomes for all learners. With a collaborative mindset, they will confidently lead and work as part of a team, build strong relationships with staff, students, parents, governors, and the wider community. They will remain calm under pressure, solve problems with creativity and care, and approach their work with empathy and integrity. Driven by improvement, innovation and inclusion, they will be self-reflective, organised, and strategic—maintaining attention to detail without losing sight of the bigger picture. Above all, they will share our belief in education as a force for equity, and bring energy, humour and vision to everything they do.

### Key Areas of Responsibility

#### 1. Strategic Leadership and School Improvement

- Work collaboratively with the Principal to shape and communicate a compelling strategic vision that moves the academy towards Outstanding.
- Lead on key areas of the Ofsted Education Inspection Framework (EIF) and Academy Performance Agreement, ensuring they are implemented effectively and rigorously monitored.
- Maintain a robust understanding of educational research and Ofsted expectations, embedding self-review frameworks and quality assurance processes across the College.
- Support the implementation of radical change where necessary, demonstrating courage, clarity, and cohesion.
- Build capacity by developing high-performing teams through coaching, mentoring, and tailored professional development.
- Act as Principal when required, providing confident and accountable leadership.

## **2. Behaviour, Attendance and Inclusion**

- Provide strategic leadership for the academy's pastoral vision and behaviour culture.
- Line manage Attendance Officers and Student Services Managers to ensure a proactive and supportive approach to attendance and welfare.
- Oversee analysis and reporting of behaviour and attendance data, using it to inform targeted interventions and monitor impact.
- Lead staff development in behaviour management strategies and promote consistency through policies such as the Behaviour Charter and Anti-Bullying Policy.
- Collaborate with external agencies and internal teams to support vulnerable students and ensure inclusive practice.
- Respond effectively to incidents and behavioural issues—including those related to travel to and from the academy—ensuring safety and dignity are upheld.

## **3. Learning, Teaching and Assessment**

- Provide strategic leadership for a key area of academy improvement, ensuring the curriculum meets the diverse needs of learners and supports outstanding outcomes.
- Ensure teaching and learning policies are consistently embedded and that classroom practice reflects the highest standards.
- Use data incisively to monitor progress, identify trends, and support teaching staff in delivering impactful interventions.
- Lead on the review and evaluation of student tracking systems and assessment frameworks to ensure accuracy, clarity, and usefulness.
- Oversee teaching quality within at least two subject areas, carrying out lesson observations, learning walks, and work scrutiny.
- Focus on high prior attaining students (HAPs), ensuring they are challenged and stretched to reach their full potential.
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## **4. Staff Development and Leadership**

- Model exemplary leadership behaviours, fostering a professional, optimistic and ambitious school culture.
- Exercise effective line management and performance development, providing constructive feedback and recognising achievement.
- Sustain motivation and morale across teams, supporting wellbeing and cultivating a collegiate environment.
- Contribute to talent management, using Flight Plan to support staff development pathways and succession planning.
- Deliver and contribute to CPD and INSET programmes that build staff capacity and deepen professional expertise.
- Uphold the academy's vision and values through strong professional relationships and visible leadership.

## **5. Resource and Operations Management**

- Work with the Principal, Governors, and Director of Finance and Operations to secure and deploy resources strategically and efficiently.

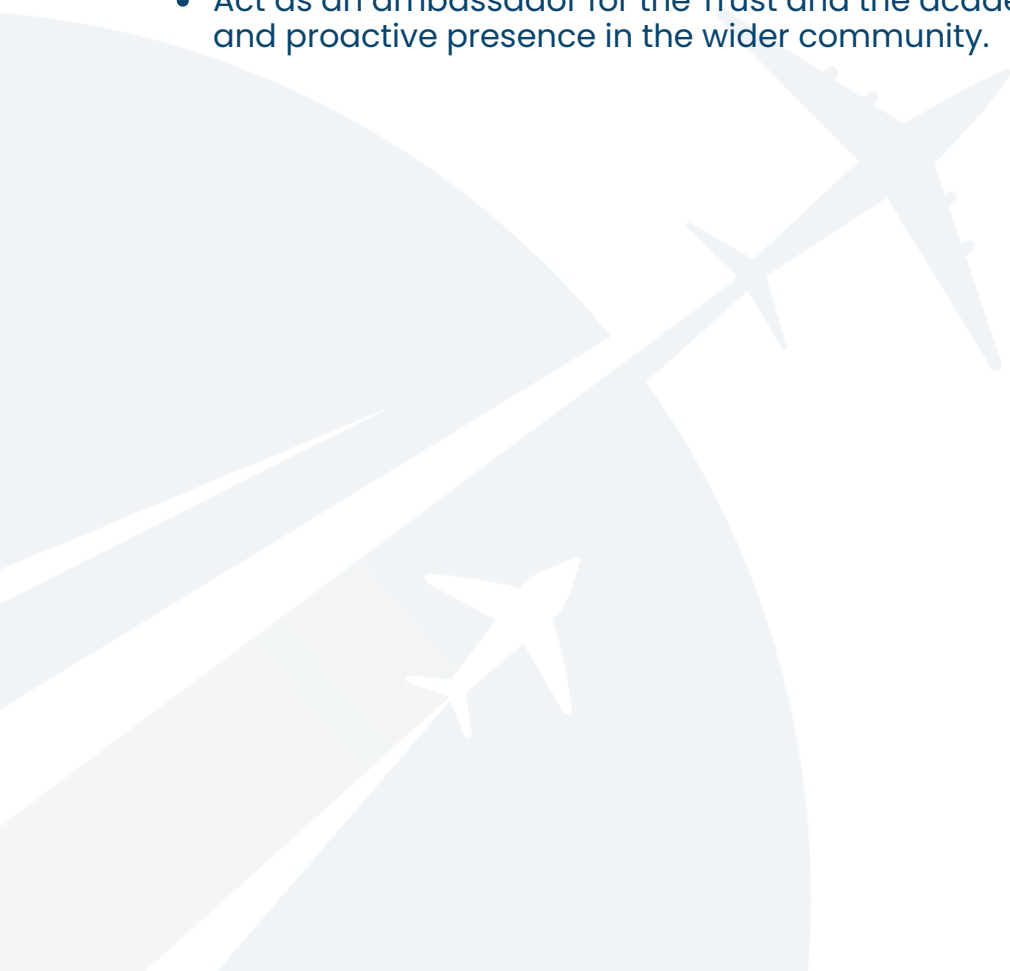
- Support in the recruitment, retention, and deployment of staff to ensure a high-quality learning environment.
- Oversee accommodation and facilities to ensure they are safe, well-maintained, and fit for purpose.
- Support budget planning and management to ensure value for money and alignment with curriculum needs and school priorities.

## **6. Raising Standards and Academic Outcomes**

- Ensure systematic reviews of standards are embedded across the academy, enabling timely interventions and continual improvement.
- Work closely with senior and middle leaders to monitor progress within their areas and hold them to account for outcomes.
- Motivate students and staff alike to strive for excellence, celebrating achievement and driving ambition.
- Embed a culture of continuous improvement through clear expectations, milestone tracking, and data-led strategies.
- Use whole-school platforms such as assemblies to promote aspiration, resilience, and student voice.

## **7. Community and Partnerships**

- Represent the academy at Governor meetings, public events and community engagements.
- Ensure Citizenship and Spiritual, Moral, Social and Cultural (SMSC) development is integrated into all aspects of school life.
- Build strong partnerships with families, external agencies and local stakeholders to enhance student experience and support inclusion.
- Act as an ambassador for the Trust and the academy, maintaining a visible and proactive presence in the wider community.



# Person Specification – Head of College (Vice Principal)

This section outlines the essential and desirable attributes expected for the role of Head of College (Vice Principal).

## Qualifications and Training

### Essential:

- 'O' Level/GCSE A-C pass grade/new grade Level 4 – 9 in English & Mathematics.
- Bachelor's degree in any subject (ideally, 2:2 or better).
- DfE recognised Qualified Teacher Status.
- Ability to use data to analyse performance and manage interventions.
- Understands how to plan lessons with challenging learning objectives and outcomes.

### Desirable:

- Further degree.
- Accredited post graduate study, Masters/MBA, NPQSL.
- Sustained record of professional development.
- Management Training

## Knowledge and Understanding

### Essential:

- Ability to use data to analyse performance and manage interventions.
- Understands how to plan lessons with challenging learning objectives and outcomes.
- Understanding of Assessment for Learning.
- Effective use of ICT to promote learning.
- Understands the factors affecting learning.
- Understanding of e-learning.
- Strategies to maintain good behaviour and pace.
- Strategies for monitoring and evaluation of standards of attainment.
- Effective development of staff and resources.

### Desirable:

- Familiarity with the International Baccalaureate curriculum or similar frameworks.
- Knowledge of leading assessment systems across an 11–19 provision.

## Experience

### Essential:

- Proven record of significant senior leadership achievement.
- Proven track record of raising standards.
- Experience of management of human and financial resources at senior level.
- Proven behaviour leadership.
- Successful establishment of links with the local community.
- Excellent track record as an effective innovator of education.

### Desirable:

- Successful experience of promoting equal opportunities, inclusion and appropriate strategies for children with special educational needs.
- Experience of developing student involvement in schools.
- Experience of working with parents.
- Experience of child safeguarding issues and successful use of measures that promote and ensure the safeguarding of young people.
- Experience of using performance management processes successfully to contribute to school improvement.
- Experience at vice/assistant head level or equivalent.
- Experience of full 11 – 19 age range in a co-educational setting.
- Experience of leading in challenging circumstances.
- Experience of leading highly effective whole school assessment systems.
- Experience of working within a MAT.
- Experience of developing SEN at a strategic level.

## Skills

### Essential:

- An Outstanding classroom teacher.
- Proven leadership skills including a range of leadership styles as required.
- Effective behaviour management.
- Strategic management, resource management, development planning & personnel management
- Effective interpretation, analysis and use of data
- Well-developed coaching and mentoring skills
- Well-developed interpersonal and communication skills (including written, oral and presentation)
- Wide experience of managing change, leading innovations and meeting challenges successfully
- Effective ICT Skills

## Personal Qualities

The individual demonstrates **presence, drive**, and a **passion for raising standards** for all in the pursuit of excellence, showing a strong desire to improve outcomes for all students and a **commitment to high standards**. They **share the vision** of the academy and its sponsors, aligning with and supporting their goals. With the ability to **both lead and work collaboratively**, they effectively spearhead initiatives while contributing as a valued team member. They approach problem-solving with a **strong, solution-focused mindset**, taking proactive and analytical steps to overcome challenges. **Energetic, resilient, and empathetic**, they display **enthusiasm, recover quickly from setbacks, and show compassion** and understanding towards others. They are skilled in developing and maintaining **positive relationships** with staff, parents, students, governors, and the wider community. Committed to continuous improvement, they actively seek opportunities for professional development and **strive to enhance academy practices**. Their ability to **plan and prioritise** ensures that tasks are **well-organised and deadlines met**, while their attention to detail reflects **accuracy and thoroughness** in all aspects of work. **Innovative and self-reflective**, they generate new ideas and critically assess their own performance. They handle conflicts and sensitive issues with students, parents, and staff with tact and diplomacy, **staying calm under pressure** and maintaining a **balanced perspective** and **good humour throughout**.

## 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 pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children 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 Leigh Academies Trust, 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 \(Department of Education\)](#).

## **Notes**

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Academies Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

