



Gospel Oak School



Central Region
Schools Trust

Founded by the RSA



Senior Vice Principal Pack



Central Professional
Learning, Research
& Development



Teach
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Formerly RSAA Teaching School Alliance



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The History

<https://gospeloakschool.co.uk>

Gospel Oak School, formerly the RSA Academy serves the borough of Sandwell, but due to its geographical position students join us from Wolverhampton and Walsall. In 2017 the school joined the Central RSA Academies Trust and has been working closely and collaboratively across the trust to offer greater opportunities for all. Over the last 5 years the trust has grown in size and strength, from September 2021 the trust is now an academy approved sponsor in its own right and the RSA will no longer sponsor the trust, although we will continue to work closely with the RSA. This changing relationship has provided the trust and the school to rebrand ourselves, the trust will now be known as Central Region Schools Trust and the school; Gospel Oak School.

The rebrand for the school has allowed us to reflect on the true heritage of the local community. The school is based in Gospel Oak and as a community we are very proud of our Black Country heritage, it is for this reason our new branding reflects the colours of the Black Country along with symbolic representation of the area, with the narrowboat which reflects the locality of the Gospel Oak canal basin, the oak tree for when the parish was so large the parishioners prayed under it once a month and the Black Country links to industry within the area.

You would be joining the school at a very exciting time as we move forward as a new school and trust, where we will continue to embed and improve on the changes that have been made since joining the trust in 2017.

The position of Senior Vice Principal has arisen following the successful appointment of the previous postholder to the Principal of the school.



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The Central Region Schools Trust

<https://centralregionschoolstrust.co.uk>

Mission: to promote opportunity and social justice for every child through exceptional schools.

Vision: As a trust founded by The Royal Society of Arts, our exceptional schools work together to create learning that is inspirational for all: igniting imagination and enabling creativity and curiosity which results in the highest achievement. People are valued and happy, developing their knowledge, attributes, skills and networks for success and fulfilment. In our empowered communities, everything is possible and aspirations are high. Outcomes are highly impressive.

Strategic objectives:

- SO1 EXCEPTIONAL LEARNERS
- SO2 EXPERT PROFESSIONALS
- SO3 EXCELLENCE IN INFRASTRUCTURE, SYSTEMS AND PLACES
- SO4 EMPOWERED COMMUNITIES AND LASTING PARTNERSHIPS

Values: Integrity, excellence, creativity, community and respect



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Teach Central

Teach Central, formerly the RSA Academies' Teaching School Alliance, recruits and trains new entrants to the teaching profession, identifies leadership potential, and provides support for schools across the West Midlands, to transform outcomes for young people and bring about positive social change. We drive action research, undertake innovations in teaching, and optimise the talents and commitment of our staff to develop creative ways of providing education.

<https://centralregionschoolstrust.co.uk/teach-central/>

We believe that effective Research and Development begins with our students and a drive to improve their learning experience and educational outcomes. The power to transform education comes when schools collaborate and an active Research and Development culture can be found across all the schools in our Alliance.

<https://centralregionschoolstrust.co.uk/cplrd/>

KASE

The leadership across our Trust has identified pupil knowledge, skills and attributes that we believe are key to the current and future success of the young people in our schools. Each school creates their own approach to developing the skills and attributes. These skills and attributes have an identified leader across the Trust to lead expert collaboration where the most effective practice emerges from within the Trust and beyond, then standardisation of approach will be agreed as appropriate.

Knowledge: Working with pupils to know understand and have mastered key concepts so that they develop the expertise to become fluent and excel within and across subject disciplines, locating their experiences within the broader sense of society.

Attributes of Character: To create the conditions in which attributes of character are nurtured, so that pupils can lead full active and successful lives which support their communities and the wider world.

Skills: Helping pupils to develop the skills needed for a successful and happy personal and professional life.

Experiences: Ensuring our pupils enjoy, experience excitement and find value in their school experience, through a very wide range of experiences that challenge and motivate them, providing aspiration and demanding responsibility from them.



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Mission: We are an inclusive learning community; rooted in respect, pride and aspirations.

Vision: We are passionate about social justice and the right of all children to an excellent education regardless of their social background, ability, or any other potential barrier that may impede their learning. Education should be a means to social mobility, eradicating poverty and enabling young people to grow into mature, socially responsible adults who will lead successful and fulfilling lives. We aim to enable our pupils to achieve exceptional outcomes through Quality First Teaching, supported by our curriculum's **KASE principles** and the **Gospel Oak distinctiveness programmes**.

Values:

***Pride** - we take pride in our hard work, community and achievements*



***Aspiration** - We aspire to be the best we can be*

***Respect** - We respect ourselves, each other and our environment*



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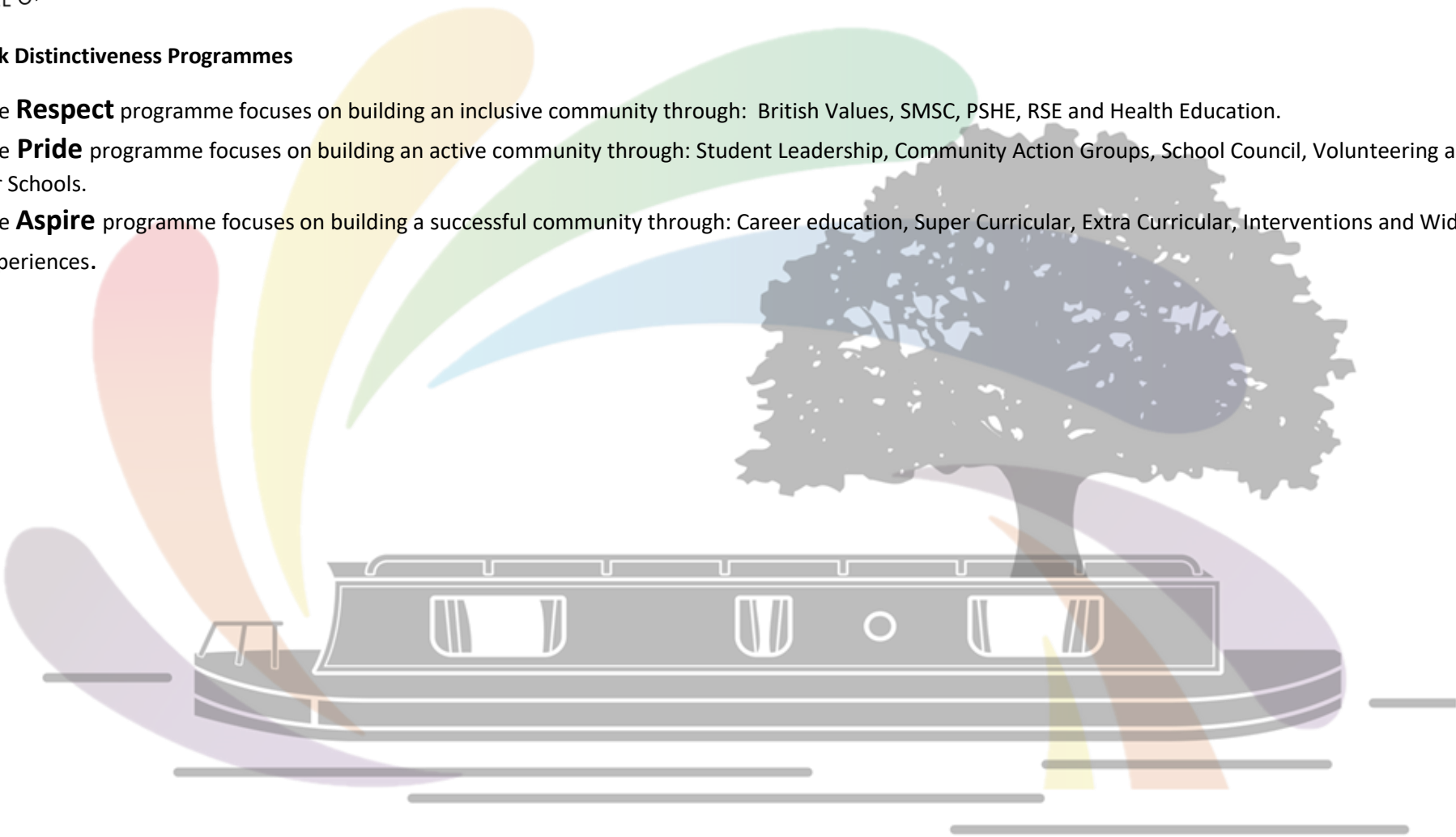


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Gospel Oak Distinctiveness Programmes

- The **Respect** programme focuses on building an inclusive community through: British Values, SMSC, PSHE, RSE and Health Education.
- The **Pride** programme focuses on building an active community through: Student Leadership, Community Action Groups, School Council, Volunteering and Votes for Schools.
- The **Aspire** programme focuses on building a successful community through: Career education, Super Curricular, Extra Curricular, Interventions and Wider Experiences.



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The Role

This is a fantastic opportunity to work in a senior leadership role, providing strong and supportive leadership to staff, students, governors and the wider school community.

We are looking for....

- Experienced Senior Leaders who embrace challenge and value changing lives in an area of high deprivation
- A dedicated professional who values align to our commitments to arts, culture and creativity and the world beyond school
- Those who possess high-levels of communication skills, emotional intelligence and lead with integrity. We are a school community built on positive relationships.
- A strategic thinker who can turn policy into practice and evidence impact across key school improvement areas including Curriculum and Assessment
- A caring and empathetic leader who cares about enriching the lives of students and supporting and developing colleagues
- Someone with a high level of commitment to Safeguarding and Staff Wellbeing
- A confident leader who can deputise for the Principal and manage the school's day to day operations
- Someone with a sense of humour who will further enhance the outstanding Senior Leadership Team

This is an exciting and challenging role and you will need to provide strong leadership to staff and students, governors and partners. You will need to be able to maximise individual achievement and attainment through an inclusive approach through high quality learning and teaching which motivates, inspires, challenges and empowers student and staff.

We will expect you to challenge, support and inspire students and staff, by creating a share vision and clear direction of improvement for the school.

You will be a leader that develops the school on its journey, building the commitment of all stakeholders to a culture of constant improvement; so that the school can fulfil its potential, fostering a reputation for high academic performance and student support.



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How to apply

We will be holding visits to the school on **Friday 17th September at 9.00am** and **Monday 20th September at 9.00am**. If you would like to visit at one of these times then please contact Kerry Hampton, PA to the Principal on KHampton@gospeloakschool.co.uk or on 0121 556 1351

Further information can be found on the links detailed throughout this document.

All completed application forms should be emailed to Sydney Vaughan on GOSHR@gospeloakschool.co.uk no later than **9.00am on Thursday 23rd September 2021**

Interviews will take place week beginning **27th September 2021**



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Senior Vice Principal

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The Senior Vice Principal play a critical role in the life of the School. They inspire confidence in those around them and work with others to create a shared strategic vision which motivates students and staff. They take the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others. They have the confidence and ability to make management and organisational decisions and ensure equity, access, and entitlement to learning.

The Senior Vice Principal must be able to:

- Provide senior leadership within the School and across the Trust
- Play a key role in the raising of standards of attitudes and behaviours for learning across School and the Trust
- Be a role model for others in the quality of their own teaching by being a good or better Teacher
- Support the professional development of their colleagues
- Engage in professional dialogue with specific colleagues to ensure continued improvements in teaching and learning and raising achievement, highlighting any areas for development, and resulting in a positive impact on student learning and attainment
- Promote the use of all agreed School policies and strategies to ensure the highest quality of teaching and learning and pastoral care is promoted and used throughout the School

The Senior Vice Principal must demonstrate sustained high quality of performance in respect of school leadership and management and student progress and will be subject to a review of performance against the following before any performance points will be awarded.

- Their planning and review statement.
- National standards for school leadership.
- Where appropriate, the learning outcomes for the National Award for Special Educational Needs Coordination.

Line managed by: Principal

Specific responsibilities

- To be decided based on the successful candidates' skills and experience

Member of the SLT to line manage:

- Assistant Principal English
- Assistant Principal Maths
- Associate Assistant Principal Sixth Form

Associated teams/colleagues: TBC

Chair/provide agendas for: SLT operational meetings and appropriate middle leader team meetings

Departments to line manage: TBC



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Leading Strategically

Creating and delivering a shared, corporate strategic vision, which motivates and inspires students, staff, governors and all members of the school community is critical to school leadership. The vision should be underpinned by shared values, moral purpose and principles of sustainability. It should drive the strategic plan and subsequent actions to secure continuous school improvement and quality outcomes for all students.

Knowledge and understanding of:

- developments in education at local, national and global levels
- models of effective leadership and organisational structures
- new technologies and their potential impact
- strategic planning processes, tools and techniques
- ways of achieving stakeholder and community engagement
- leading change, creativity and innovation
- ways of achieving social inclusion, diversity and access

Skills:

- think strategically, analytically and creatively
- build capacity and achieve sustainability
- deal with complexity and uncertainty
- build a vision and communicate clear purpose and sense of direction
- model the vision and values of the school
- anticipate, lead & manage change
- use research to support and challenge practice
- inspire, challenge, motivate & empower others to attain challenging outcomes
- work strategically with governing body
- celebrate achievement and acknowledge excellence
- demonstrate political acumen

Leading Teaching and Learning

With the whole school workforce, school leaders play a central role in raising standards of teaching and learning. School leaders have a responsibility to set high expectations, create the conditions for effective teaching and learning to flourish and to evaluate the effectiveness of learning outcomes. Leaders acknowledge the high status, value and importance of teaching and learning and in creating a learning culture which enables students to become effective, enthusiastic and independent, life-long learners.

Knowledge and understanding of;

- curriculum design and management
- principles of quality learning, teaching and assessment including school review and self evaluation
- ways of applying effective practice and research evidence to improve outcomes
- use of external support and expertise
- behaviour and attendance management
- new technologies to support learning and teaching
- political impact of external, community or family factors on learning
- strategies for improving outcomes and achieving excellence for all
- tools for data collection and analysis



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Skills

- design, develop and deliver the curriculum
- demonstrate equality and diversity in teaching and learning
- achieve the best possible learning outcomes for all
- use developmental models for teaching and learning
- engage parents/carers in children's teaching and learning
- manage and use performance data
- develop whole school culture of best practice in teaching and learning
- create flexible and comprehensive learning opportunities for all students
- capitalise on appropriate sources of external support and expertise
- deploy technology to support teaching and learning
- develop and use effective assessment and moderation systems
- evaluate, review and develop systems and structures

Leading the Organisation

School leaders should ensure that the school, with the people and resources in it, are organised and managed to provide an efficient, effective and safe learning environment. Using self-evaluation and problem solving approaches, school leaders should also seek to improve organisational structures and functions so the school remains fit for purpose. School leaders should build successful organisations by working collaboratively with others, building capacity across the whole workforce and ensuring resources are effectively and efficiently deployed.

Knowledge and understanding of:

- legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks
- development of and access to school buildings and facilities
- strategic financial planning, budget management and principles of best value
- organisational development, planning and implementing change
- employment market, effective recruitment, deployment and management of staff
- technology to enhance organisational effectiveness
- strategies to maximise contributions from the whole workforce
- accountability frameworks
- project management techniques

Skills:

- manage the school's financial, human and physical resources
- seek expertise and advice from within and outside the school
- establish structures and systems so operational decisions are based on informed discussion
- delegate, collaborate and distribute leadership
- manage others within an accountability framework
- create an environment which enables people to perform at their best and underpins effective employee relations
- develop and sustain a safe, secure and healthy school environment
- create a working environment which takes account of workload and work-life balance
- manage industrial relations



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Leading People

As school leaders work with and through others, building and sustaining effective relationships and communication strategies are important. School leaders seek to improve their own performance through professional development. To enable others to develop and improve by creating a professional learning culture within the school. Through performance management and effective professional development practice, school leaders support all staff to achieve high standards. School leaders take account of issues surrounding work-life balance and recognise and value all staff and teams in the school.

Knowledge and understanding of:

- significance of interpersonal relationships, including impact on teacher performance and student learning
- performance management, continuous professional development and sustained school improvement
- building motivation, including the importance of celebrating achievement
- building and sustaining a learning community within a diverse workforce
- own performance, ways of obtaining feedback and how to improve
- support and development systems for individuals and teams

Skills:

- create a culture which encourages ideas and contributions from others
- develop self-awareness, self-management and self-confidence and use effectively
- listen, reflect, and communicate effectively
- negotiate and manage conflict, providing appropriate support
- give feedback and provide support to improve performance
- hold people to account and challenge under performance
- develop a culture of learning and continuous professional development
- receive and act on feedback to build on strengths and improve personal performance
- foster an open, fair and equitable culture
- motivate, develop, empower and sustain individuals and teams

Leading in the Community

With schools at the centre of their communities, school leadership has a crucial role to play in working with the community and other services to improve outcomes for, and the well-being of, all children. Placing families at the centre of services, schools and leaders should work with others to tackle all the barriers to learning, health and happiness of every child. School leaders share responsibility for the leadership of the wider educational system and should be aware that school improvement, community development and community cohesion are interdependent.

Knowledge and understanding of:

- multi-agency work (including the team around the child), benefits and risks of multi-agency working
- extended service provision, commissioning and contracting
- the diversity of professional cultures and ways of working
- diversity and community cohesion issues
- collaboration and partnership working (including school, home, community, and business partnerships)
- strengths, capabilities and objectives of other schools, services and agencies
- wider curriculum beyond the school and opportunities it provides



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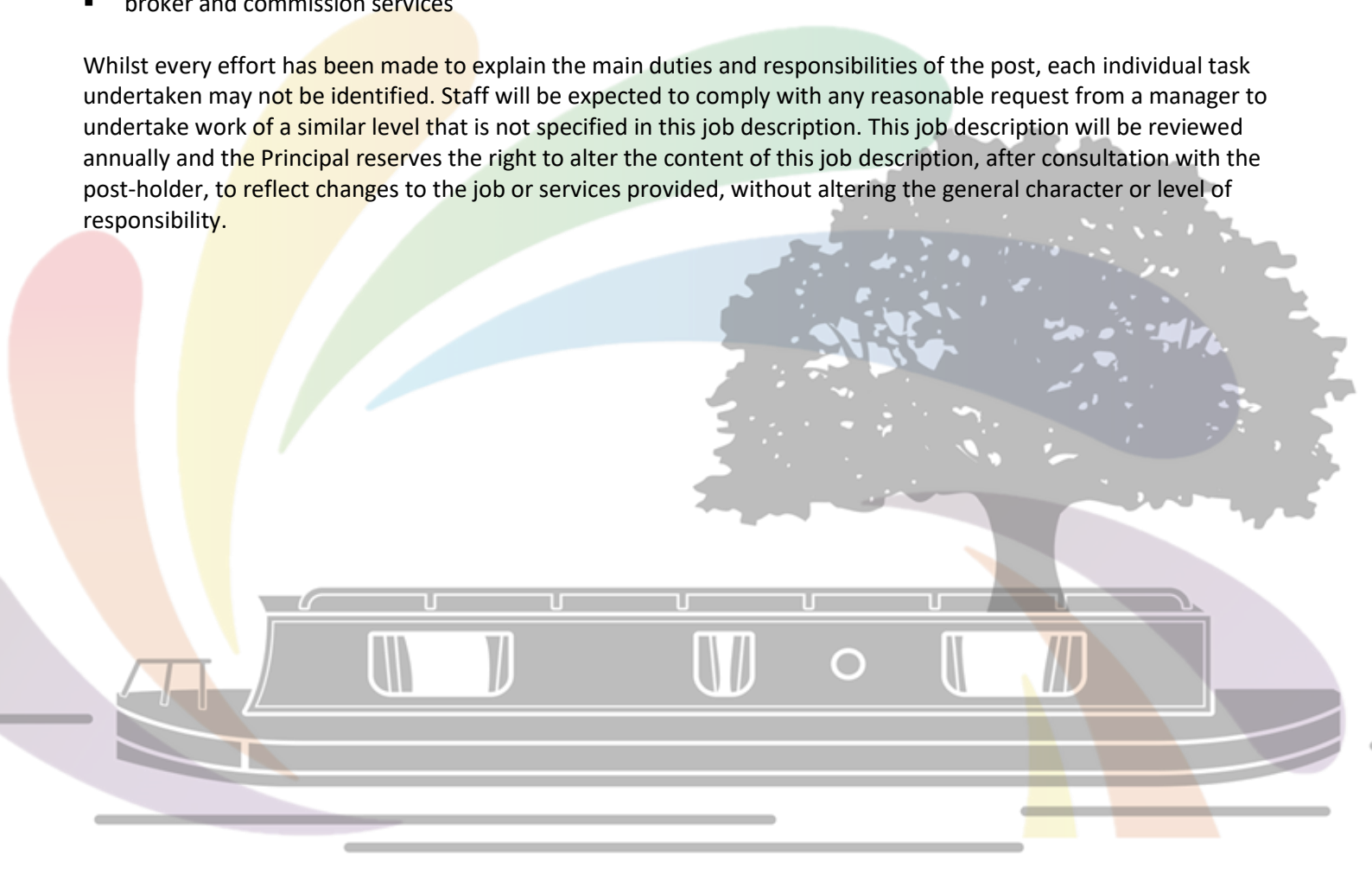
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Skills:

- establish and engage in partnerships, including working with multi-agency teams
- collaborate and work within and across the community
- engage the community in systematic evaluation of the school's work and act on outcomes
- take a leadership role within and across the community
- consult, engage and communicate with staff, students, parents/carers to enhance children's learning
- engage in cross phase working and transition issues
- engage in school-to-school collaboration and contribute to leadership in the wider education system
- contribute to achievement of community cohesion
- broker and commission services

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Principal reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.



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Senior Vice Principal -Person Specification

Criteria	Essential	Desirable	Method of assessment
Education and qualifications	<ul style="list-style-type: none"> A good honours degree DfE recognised qualified teacher status 	Further relevant leadership and management qualifications-eg NPQH, NPQSL etc	Application form and certificates
Experience	<ul style="list-style-type: none"> Experience of teaching in a secondary school Outstanding classroom practitioner with the knowledge, understanding and practical application of effective teaching and learning strategies in order to raise standards Proven track record as a teacher whose students reach high standards of learning and achievement A track record demonstrating a commitment to high standards, continuous improvement, and quality assurance Successful leadership, management, and development of a significant, recent initiative with measurable positive impact Successful experience of strategic leadership and management A track record of effectively leading, managing, and motivating students and staff and developing team approaches Clear vision for and proven track record of raising attainment and achievement at Key Stages 3, 4 and 5 and dealing with underachievement 		Application form, skills audit, references and interview



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Criteria	Essential	Desirable	Method of assessment
Professional Development	<ul style="list-style-type: none"> ▪ Evidence of continual professional development ▪ Evidence of keeping up to date with educational thinking and knowledge ▪ A strong commitment to quality professional development of staff ▪ The drive to develop the capabilities of others and help them realize their full potential 		Application form, references and interview
Knowledge and Skills	<ul style="list-style-type: none"> ▪ Suitability to work with young children ▪ Able to form and maintain appropriate relationships and personal boundaries with children and young people ▪ Positive attitude to the use of authority and maintaining discipline ▪ Knowledge of the various leadership styles and practices and their effects in different contexts within schools ▪ Knowledge and understanding of the implications of recent legislation, development and initiatives in secondary education ▪ Knowledge of the curriculum at Key Stages 3, 4 and 5 ▪ Knowledge of OFSTED requirements and self-evaluation ▪ Ability to interpret and analyse school performance data ▪ Knowledge and understanding of the use and potential of ICT to develop learning and raise standards 	<ul style="list-style-type: none"> • DSL trained • SENCO trained 	<p>Application form, interview and references. Skills audit</p> <p>In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> ▪ motivation to work with children and young people ▪ ability to form and maintain appropriate relationships and personal boundaries with children and young people ▪ emotional resilience in working with challenging behaviours; and ▪ attitudes to the use of authority and maintaining discipline



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Criteria	Essential	Desirable	Method of assessment
	<ul style="list-style-type: none"> ▪ Expertise in making reliable and valid judgements regarding the quality of teaching and learning ▪ Ability to lead and manage people within and beyond the school community to work towards common goals ▪ Ability to prioritise and manage own time effectively and work under pressure and to deadlines ▪ Ability to maintain strictest confidentiality and integrity at all times ▪ Ability to establish a positive ethos with an accent on high achievement for all ▪ Ability to empathize with the needs of students and to be firm but fair and consistent ▪ An effective communicator and motivator of students and staff ▪ Ability to enable and empower others ▪ A team player with the ability to establish good working relationships with staff, students, and parents/carers ▪ The ability to communicate clearly and concisely both verbally and in writing at all levels ▪ The ability to set clear expectations and parameters and to hold others to account for their performance ▪ The ability to challenge underperformance ▪ Ability to deal with problems in a positive and systematic manner 		



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Criteria	Essential	Desirable	Method of assessment
Personal qualities	<ul style="list-style-type: none"> ▪ A positive attitude to continuous improvement ▪ A positive and practical approach to change and challenge ▪ Willingness to challenge inefficiency, ineffectiveness, or complacency ▪ The ability to lead, inspire and motivate ▪ A commitment to do everything possible for each student and to enable all students to be successful ▪ Relentless energy for setting and meeting challenging targets ▪ A healthy competitive attitude that shows a real desire for excellence ▪ An unequivocal positive role model to staff and students ▪ A commitment to justice, quality of opportunity and to comprehensive education ▪ A capacity for hard work ▪ A capacity to innovate inspire and motivate ▪ A sense of humour, warmth, energy, stamina, and resilience ▪ The professional respect of colleagues 		Application form, references and interview

The School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.



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