



**Ark Acton
Academy**

**Vice Principal
Quality of Education**

Recruitment Pack

Vice Principal – Quality of Education – Job description

Job Title: Vice Principal – Quality of Education

Reports to: Principal

Responsible for: Strategic leadership of the Quality of Education across Ark Acton Academy, including curriculum, teaching and learning, assessment, professional development and the leadership and development of relevant senior and middle leaders.

Start date: TBC

Term: Permanent, Full-time

Salary: Leadership Scale

Job purpose

As Vice Principal – Quality of Education, you will be a key member of the Senior Leadership Team, working closely with the Principal to provide strategic leadership across Ark Acton Academy and secure consistently excellent educational provision and outcomes for all pupils.

You will have strategic responsibility for the Quality of Education across the academy, ensuring that pupils experience an ambitious, coherent and knowledge-rich curriculum which is implemented effectively through consistently high-quality teaching.

You will lead the academy's approach to teaching and learning, curriculum development, assessment and quality assurance, ensuring that leaders at all levels have the knowledge, skills and support required to continually improve provision. You will use evidence, data and rigorous evaluation to identify priorities, celebrate strengths and ensure that improvement activity has measurable impact on pupils.

As a Vice Principal, your responsibilities extend beyond your specific portfolio. You will contribute to the strategic direction, culture and operational leadership of the academy; line manage and develop leaders; support the Principal in delivering the academy's improvement priorities; and deputise for the Principal when required.

This reflects the level of strategic responsibility in the Ark VP example, where the post works directly with the Principal on whole-school improvement and operational leadership, rather than functioning solely as a teaching-and-learning lead.

Key Responsibilities

STRATEGIC LEADERSHIP

- Work closely with the Principal and Senior Leadership Team to develop and deliver the strategic vision and priorities of Ark Acton Academy.
- Provide strategic leadership for the Quality of Education, ensuring that curriculum, teaching, assessment and professional development are aligned with the academy's vision and improvement priorities.
- Translate the academy's vision for excellent education into clear expectations, systems and practices that are understood and implemented consistently.
- Lead the evaluation and continuous improvement of the Quality of Education, using evidence and data to identify strengths, priorities and appropriate actions.
- Contribute to whole-school self-evaluation and academy improvement planning.
- Ensure improvement priorities are implemented effectively and that their impact is systematically evaluated.
- Provide clear, visible and values-led leadership across the academy.
- Deputise for the Principal and take responsibility for the leadership and operational management of the academy when required.
- Represent Ark Acton Academy professionally within the wider Ark network and with external partners and stakeholders.

The wider leadership element is consistent with Ark Acton's existing expectation that leaders contribute to academy decision-making, implementation and review of whole-school priorities and represent the Principal/academy where appropriate.

QUALITY OF EDUCATION

- Lead the academy's strategy for securing consistently excellent teaching, learning and pupil outcomes.
- Establish and communicate a clear and ambitious vision for excellent classroom practice across the academy.
- Ensure that all pupils, regardless of background, prior attainment or additional need, experience consistently high-quality teaching and are supported to achieve their potential.
- Maintain a strong understanding of educational research and evidence-informed practice and ensure this informs academy approaches to teaching and learning.
- Lead the development, implementation and evaluation of the academy's teaching and learning strategy.
- Identify areas of strong practice and ensure effective approaches are shared and embedded across departments.
- Ensure appropriate support and intervention is provided where teaching does not meet academy expectations.
- Model excellent teaching practice and maintain credibility as an outstanding classroom practitioner.

This builds directly on the Acton expectation that leaders monitor teaching, coach and support colleagues and use quality assurance to improve teaching effectiveness and pupil outcomes.

CURRICULUM LEADERSHIP

- Provide strategic oversight of the curriculum across the academy, ensuring it is ambitious, coherent, well-sequenced and accessible to all pupils.
- Ensure curriculum planning reflects the academy's high expectations and provides pupils with the knowledge and skills required for future success.
- Ensure subject and curriculum leaders have a clear understanding of what constitutes an excellent curriculum and are supported to develop this within their areas.
- Monitor and evaluate curriculum implementation and impact across subjects and key stages.
- Ensure curriculum leaders are held appropriately accountable for the quality and impact of provision within their areas.
- Ensure the curriculum responds effectively to pupils' needs while maintaining high expectations for all.
- Work with leaders to ensure appropriate curriculum provision for pupils with SEND and other identified groups.
- Maintain oversight of relevant statutory curriculum requirements and developments in education policy.

The emphasis on developing curriculum leaders comes directly from the VP model, which expects the postholder to ensure a rigorous curriculum while nurturing curriculum leaders and developing teachers at every career stage.

QUALITY ASSURANCE AND SCHOOL IMPROVEMENT

- Lead a rigorous and proportionate programme of quality assurance across the academy.
- Monitor and evaluate teaching and curriculum implementation through appropriate activities including lesson visits, work scrutiny, curriculum reviews, pupil voice and analysis of assessment information.
- Ensure quality assurance activities lead to clear actions and measurable improvements rather than operating as standalone monitoring activities.
- Develop the capacity of senior and middle leaders to undertake effective quality assurance within their areas.
- Identify patterns, strengths and areas for improvement across departments and cohorts.
- Report clearly to the Principal and Senior Leadership Team on the quality and impact of educational provision.
- Support leaders to develop and implement effective improvement plans where required.
- Recognise, celebrate and disseminate excellent practice.

The VP example specifically expects senior leaders to observe teaching and confidently gather, monitor and evaluate data so that successes are recognised and improvement priorities are acted upon swiftly.

ASSESSMENT, DATA AND PUPIL OUTCOMES

- Provide strategic oversight of assessment and pupil progress across the academy.
- Ensure assessment systems provide leaders and teachers with reliable and useful information about pupils' learning.
- Analyse attainment and progress information to identify trends, strengths, gaps and priorities for improvement.
- Ensure leaders use assessment information intelligently to inform curriculum planning, teaching and intervention.
- Maintain a particular focus on the achievement of disadvantaged pupils, pupils with SEND and other identified groups.
- Challenge and support leaders where pupil outcomes indicate underperformance.
- Ensure appropriate intervention strategies are implemented and their impact evaluated.
- Work with the Principal and senior leaders to set ambitious whole-school targets and monitor progress towards them.
- Ensure teachers and leaders understand and act upon the information available to them about pupil performance.

This mirrors the existing Ark Acton approach, where leaders are expected to analyse assessment information, identify trends and development areas, set attainment targets and use data to shape curriculum and intervention.

PROFESSIONAL DEVELOPMENT AND LEADERSHIP DEVELOPMENT

- Provide strategic leadership for the development of teaching expertise across the academy.
- Ensure professional development is closely aligned with academy priorities and identified staff needs.
- Lead and contribute to high-quality whole-school professional development.
- Develop senior, middle and curriculum leaders through effective line management, coaching, challenge and support.
- Build leaders' capacity to improve teaching and curriculum within their areas of responsibility.
- Promote a culture in which colleagues routinely reflect on their practice, seek feedback and continually improve.
- Identify and develop future leaders and contribute to succession planning across the academy.
- Ensure Early Career Teachers and colleagues at different stages of their careers receive appropriate development and support.
- Work collaboratively with Ark colleagues and make effective use of network expertise and professional development opportunities.

This also aligns with the VP example's expectation that staff development takes place through whole-school training, personalised coaching, co-planning and practice.

LINE MANAGEMENT AND PEOPLE LEADERSHIP

- Line manage designated senior and middle leaders, setting clear expectations and holding them accountable for the quality and impact of their work.
- Conduct effective line-management meetings focused on priorities, actions and impact.
- Coach and develop leaders to strengthen their strategic and operational leadership.
- Support the Principal with performance management and appraisal processes as required.
- Address underperformance appropriately and support colleagues to improve.
- Build a culture of professional trust, accountability, collaboration and continuous improvement.
- Model high standards of professionalism, organisation, communication and leadership at all times.

Ark Acton's existing leadership documentation already places responsibility on leaders to support the Principal with appraisal and line management of key staff and teams.

WHOLE-SCHOOL LEADERSHIP AND CULTURE

- Play a full and visible role in the daily leadership of the academy.
- Promote and model the ethos, vision and values of Ark Acton Academy.
- Maintain consistently high expectations for pupils' behaviour, attendance, engagement and achievement.
- Support the consistent implementation of academy policies and routines.
- Develop strong, positive and professional relationships with pupils, staff, parents and carers.
- Lead key aspects of the academy day and whole-school events as required.
- Contribute actively to safeguarding and the promotion of pupils' welfare.
- Work collaboratively with other members of SLT to ensure the academy operates safely and effectively.
- Support the Principal in communicating academy priorities to staff, pupils, parents, governors and other stakeholders.
- Contribute to recruitment, retention and development of excellent staff.
- Work collaboratively with the wider Ark network and external partners to improve provision and outcomes for pupils.

SAFEGUARDING

- Demonstrate an unwavering commitment to safeguarding and promoting the welfare of children and young people.
- Ensure safeguarding considerations are embedded within curriculum, teaching and wider academy practice.
- Maintain appropriate knowledge of safeguarding and child protection requirements and fulfil senior leadership responsibilities in accordance with academy policy.
- Work effectively with the Designated Safeguarding Lead and other senior leaders to ensure concerns are identified and addressed appropriately.
- Promote a culture in which all pupils feel safe, known and supported.

Other Responsibilities

- Undertake teaching responsibilities appropriate to the role and needs of the academy.
- Attend and contribute to Senior Leadership Team meetings and other leadership meetings as required.
- Provide information, advice and reports to the Principal, governing body, Ark and other appropriate stakeholders when required.
- Undertake any other reasonable professional duties as directed by the Principal commensurate with the seniority of the post.

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Principal.

Person Specification

	Essential	Desirable
Qualifications	• Qualified to degree level. • Qualified Teacher Status (QTS). • Qualified to teach in the UK. • Right to work in the UK.	• Relevant postgraduate qualification and/or recognised leadership qualification. • Evidence of substantial and sustained professional development relating to senior leadership, curriculum, teaching and learning.
Experience	• Significant and successful senior leadership experience within a secondary school. • A strong track record of improving the quality of teaching and learning. • Evidence of securing strong pupil progress and outcomes as both a teacher and leader. • Experience of leading curriculum development and/or whole-school teaching and learning. • Experience of leading school improvement initiatives with demonstrable impact. • Experience of using quality assurance effectively to identify priorities and secure improvement. • Experience of analysing pupil performance data and translating findings into effective action. • Successful experience of leading, managing, coaching and developing staff. • Experience of line managing senior and/or middle leaders. • Experience of contributing effectively to whole-school strategic planning and evaluation. • Evidence of successfully implementing change across teams and/or the whole school.	• Experience of working successfully in an urban, multicultural school serving pupils from socio-economically disadvantaged backgrounds. • Experience of leading Quality of Education at whole-school level. • Experience of working successfully across multiple subject areas. • Experience of contributing to whole-school self-evaluation and preparation for external inspection. • Experience of working within a multi-academy trust or comparable school network.
Knowledge	• Excellent understanding of what constitutes high-quality teaching and learning. • Strong knowledge of curriculum design, implementation and evaluation.	• Detailed knowledge of current developments in curriculum, pedagogy, assessment and educational research.

	• Strong understanding of assessment and its effective use in improving teaching and pupil outcomes. • Knowledge of evidence-informed approaches to teaching and professional development. • Strong understanding of effective school improvement and quality assurance. • Knowledge and understanding of safeguarding and child protection responsibilities. • Understanding of the needs of pupils with SEND and disadvantaged pupils and approaches to securing excellent outcomes for all. • Up-to-date knowledge of relevant statutory requirements and developments within secondary education.	• Knowledge of effective approaches to developing subject and curriculum leadership. • Understanding of the inspection and accountability framework relevant to secondary schools. • Knowledge of effective approaches to whole-school professional development and instructional coaching. • Knowledge of effective practice within high-performing schools and/or multi-academy trusts.
Skills	• Exceptional leadership and interpersonal skills, with the ability to inspire, influence, challenge and support others. • Ability to think strategically while ensuring excellent operational delivery. • Ability to establish a clear vision and translate this into effective action. • Excellent analytical skills and the ability to interpret complex information and data. • Ability to evaluate provision rigorously and identify the actions most likely to secure improvement. • Highly effective coaching, line-management and staff-development skills. • Excellent written and verbal communication skills. • Strong organisational and project-management skills, including the ability to prioritise effectively and manage competing demands. • Sound judgement and highly developed problem-solving skills. • Ability to make appropriate and timely decisions under pressure.	• Proven ability to design and deliver high-quality whole-school professional development. • Ability to develop other senior and middle leaders into highly effective leaders. • Experience of presenting complex performance and improvement information clearly to governors and/or other senior stakeholders. • Ability to work effectively across curriculum areas beyond the postholder's own subject specialism. • Ability to contribute effectively to wider Ark network activity and share strong practice across schools.

	• Ability to build strong relationships with pupils, colleagues, parents, governors and external partners.	
Motivation	• A deep commitment to Ark Acton Academy's mission and to improving educational outcomes and opportunities for all pupils. • Unwavering belief in the potential of every pupil to succeed. • High expectations of self and others. • Commitment to addressing educational disadvantage. • Commitment to safeguarding and promoting the welfare of children and young people. • Intellectual curiosity and a commitment to continually improving professional knowledge and practice. • Resilience, optimism and the ability to lead effectively through challenge and change. • High levels of integrity, honesty and professional judgement. • Humility and openness to feedback. • Ability to build trust while maintaining high levels of accountability. • Commitment to teamwork and collaborative leadership. • Willingness to play a full role in the wider life and leadership of the academy. • Ability to model the ethos, vision and values of Ark Acton Academy consistently.	• Motivation to contribute beyond Ark Acton Academy through collaboration and sharing practice across the Ark network. • Commitment to developing future school leaders and supporting succession planning. • Desire to contribute to wider educational improvement and share effective practice beyond the academy. • Evidence of proactively seeking opportunities to develop professionally as a senior leader.
Attributes	• Passion, resilience, maturity and optimism, with the ability to lead through day-to-day challenges while maintaining a clear strategic vision and direction. • High levels of integrity, honesty and professional judgement. • Confidence and self-motivation to work effectively and remain decisive under pressure. • High expectations of self and others. • Intellectual curiosity and openness to feedback and new ideas. • Humility and willingness to learn from others.	• Demonstrable potential and ambition to progress to headship or wider system leadership. • Ability to bring new ideas and perspectives while strengthening the academy's existing culture. • Evidence of influencing and inspiring colleagues beyond the postholder's immediate area of responsibility.

	• Ability to inspire confidence and establish credibility with pupils, staff, parents and other stakeholders. • A positive role model who consistently demonstrates the ethos, vision and values of Ark Acton Academy. • Reflective, adaptable and committed to continually improving personal leadership effectiveness. • A firm and constant belief in the unlimited potential of every pupil and a commitment to inclusive educational provision.	• Ability to build productive professional networks within and beyond the academy. • A strong track record of remaining optimistic, solutions-focused and resilient when leading significant change.
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Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Ark requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands, or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar you from employment - this will depend upon the nature of the offence(s) and when they occurred. To read more about Ark's safer recruitment process, please click [this link](#).

Ark Schools are committed to attracting, developing and retaining a diverse workforce, with a broad range of backgrounds, experiences and perspectives. To read more about Ark's diversity and inclusion statement, please click [this link](#).