

## **JOB DESCRIPTION**

<b>Post Ref:</b>	<b>1902</b>
<b>Post Title:</b>	<b>DEPUTY PRINCIPAL</b>
<b>Grade:</b>	Management Scale
<b>Responsible to:</b>	Principal and Chief Executive
<b>Responsible for:</b>	Assistant Principal: Curriculum, Performance & Quality, Directors of Learning

## **COLLEGE VISION, MISSION AND VALUES**

“Brilliant Today, Better Tomorrow”

“To ensure learners achieve their brilliant best for themselves, their employers, their communities and the future.”

*Bravery, Respect, Inspiration, Growth, Hope, Truth, Energy, Nurture*

## **JOB PURPOSE**

To be responsible for strategic leadership and effective management of performance for curriculum and quality throughout the college’s provision. Working with colleagues to secure outstanding teaching and learning and high levels of student success whilst delivering an efficient curriculum offer that meets and exceeds the needs of students and employers.

## **KEY TASKS AND RESPONSIBILITIES**

### **1. Leadership**

- To contribute to the determination of the strategic direction and leadership of the college with senior colleagues and the Corporation to promote outstanding performance.
- To provide expert advice and strategic direction to the executive team and the Corporation board on curriculum and quality matters, the student experience and college performance.
- To work collaboratively with the Principal and CEO, the Executive Leadership Team (ELT) and college managers to model and foster a values-based culture that puts the student at the heart of our decision-making.
- To lead on the intention and implementation of a high quality, efficient and effective curriculum offer that meets and exceeds the needs and experiences of students and the needs of employers.

- To lead and inspire innovation and outstanding practice in teaching and learning, engaging and motivating staff to be their best, ensuring all students make swift progress and excel.
- To lead on the production of the college's annual self-assessment report and the quality improvement plan, ensuring that meaningful and impactful targets are agreed, set and achieved.
- To lead the College to Ofsted Outstanding and act as the nominee in Ofsted inspections.
- To attend Corporation meetings and provide reports to the Board and its committees as required.
- To liaise closely with ELT to ensure that resources for excellence in learning are planned and in place.
- To liaise closely with ELT to ensure that the needs and aspirations of businesses and our communities are thoroughly understood and met.
- To liaise closely with the Executive Director for People to develop and lead a cross-college professional development programme that facilitates all staff to contribute to achieving the college's vision, mission and values.
- To support, promote and further develop the College's commitment to equality, diversity and inclusivity.
- To maintain effective relationships with relevant external bodies.
- To deputise for the Principal and CEO as and when required including attendance at external events and decision-making in their absence.
- To fulfil responsibilities in respect of dismissal, hearings, appeals and grievance appeals.
- To undertake other duties as deemed commensurate with the role and its level of responsibility.

## **2. Curriculum Strategy, Development and Planning**

- To anticipate changes in the external environment, to explore the implications for the College in terms of curriculum and to make recommendations to the Principal and Corporation in order to best position the college for the future.
- To work in close liaison with schools and other stakeholders to prepare students for their next step choices and maximise their potential.
- To design and develop a responsive curriculum that meets regional and national skills strategies, maximising emergent opportunities and which contributes to reducing skills shortages in local, regional and national contexts.
- To be responsible for the development and implementation of a dynamic curriculum offer that is attractive to students and fully prepares them for progression to employment or higher levels of study or employment.

- To lead on effective curriculum planning and implementation processes which will lead to the achievement of all appropriate funding targets across all types of provision.
- To ensure that effective target-setting and monitoring systems are in place and ensure that ambitious performance indicators are met and where possible, exceeded.
- To ensure that the holistic experience of all students including enrichment, work-related activity and personal development fully prepares them for the challenges of work and life.
- To work with other senior managers to ensure the continuous development of digital technologies to support and add value to the student experience and empower effective working practices for all staff.
- To lead on the development of our higher education provision, taking responsibility for the strategic planning, implementation and quality assurance and improvement.

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

- To oversee the development and implementation of teaching, learning and assessment strategies that lead to excellent outcomes for all students regardless of their starting points.
- To ensure that leaders and teachers have high expectations of students and implement strategies to raise *their* expectations and achieve their full potential.
- Work collaboratively with the Assistant Principal Student Experience to ensure that all students are fully supported to achieve their goals.
- Oversee the continual professional development of teaching and teaching support staff to ensure they have the skills, knowledge and confidence to deliver effective and innovative learning.
- Ensure that leaders are guided and supported to develop and maintain high performing teams by focusing on the centrality of excellence in teaching, learning and assessment.

### **4. Quality Assurance and Improvement**

- To provide strategic direction and leadership on the quality of the student journey.
- To work with other senior managers to ensure that standards of excellence are identified and achieved across all aspects of the student journey.
- To oversee self-assessment and review processes, ensuring that improvement targets are set and achieved within a high-performance culture.
- To ensure that effective and rigorous processes are in place for the quality assurance of high academic standards and student experience.
- To ensure that the needs and experiences of students are prioritised, that the voice of students is heard and is a key contributor to College decision-making processes.

- To monitor and improve curriculum quality and ensure successful outcomes of external audit, review and inspection.
- To monitor and improve performance by analysing, evaluating and acting swiftly upon relevant data and management information on the student journey including recruitment, admissions, retention, achievement, progression and destinations.
- To oversee the work of the HE Quality Team, monitoring the quality and standards of the current higher education offer against the requirements of regulatory bodies including those of our validating partners.

### **OTHER RESPONSIBILITIES**

In common with all other employees of the College, the postholder is expected to:

1. Perform all duties to a high standard and ensure that the quality assurance processes are implemented successfully across the College, particularly those relating to their own role.
2. To personally and positively role-model the values and expectations of the college, demonstrating integrity and principles-based behaviours at all times.
3. Contribute positively to a safe and healthy learning and work environment ensuring compliance with Health and Safety policies and procedures and promoting well-being.
4. Have a personal and strategic responsibility for Safeguarding implementation and promoting the welfare of children, young people and vulnerable adults to ensure compliance with Safeguarding policies and procedures.
5. Participate in and make an appropriate contribution to the College's planning and review process.
6. Take a proactive role in the maintenance of acceptable standards of student behaviour.
7. Contribute to the development of the Strategic Plan and to the achievement of the objectives and targets contained therein.
8. To make a full contribution to the Equality, Diversity and Inclusion agenda.
9. To demonstrate a lifelong commitment to own personal and professional development.
10. To undertake any other duties considered commensurate with the level and responsibility of the role.
11. All employees will adhere to all the College ISO standards.



## **APPLICATION GUIDANCE**

To ensure we have the right people, with the right skills in the right roles, a competency based approach is integrated into our selection process at the College. Put simply, this means that for each role there is a person specification detailing specific criteria and competencies (or behaviours), which we believe are essential if the job is to be performed well.

The document overleaf entitled 'Deputy Principal: Person Specification' provides details of the specific criteria and competencies attached to this post. In the initial application, you are asked to show how you feel you meet these requirements. It is recommended that you use the headings from the Person Specification to help you organise your information. The panel will shortlist applications in line with the Person Specification match. *If you do not meet the 'essential criteria' your application will not be considered for shortlisting.*

**Please visit [www.boston.ac.uk](http://www.boston.ac.uk) to complete an online application form.**

**Once completed, your application should be submitted no later than 12 noon on Tuesday 7 May 2024.**

**Interview date: Thursday 23 May 2024 and Friday 24 May 2024**

## Deputy Principal: Curriculum and Quality - Person Specification Grid

ESSENTIAL CRITERIA	SOURCES OF EVIDENCE	
	Application	Panel Interview/Task
<b>Qualifications:</b>		
Honours or higher degree	E	
A recognised teaching qualification – PGCE or above	E	
A leadership and management qualification at level 3 or above or a commitment to work towards	E	
Evidence of continual professional development	E	
A Level 3 or above in Safeguarding	D	
<b>Knowledge:</b>		
An informed understanding of the factors, national, regional and local, which impact on the effectiveness of Boston College	E	E
An understanding of the FE and HE funding systems, relevant qualification frameworks and accreditation arrangements	E	
A sound understanding of regulatory and inspection frameworks in apprenticeships, FE/HE and be responsive to Government policy	D	
A sound understanding of the curriculum planning processes, accreditation and working with validation partners	E	
Significant knowledge of the learning and skills sector and the challenges and opportunities it faces	E	E
An understanding and commitment to the importance of equality, diversity and safeguarding		E
An understanding of FE/HE quality systems and how to improve quality	E	E
An understanding of the importance of excellence in teaching and learning and improvement strategies		E
Understanding of the Professional Standards for Further Education and Training for Senior Leaders		E
A knowledge of strategies to raise student aspirations and staff expectations in order to achieve the highest outcomes for students.	E	E
<b>Experience:</b>		
A track record of being a successful leader within a ‘good’ or ‘outstanding’ provision - with substantial recent experience within the FE sector	E	
A track record of positive impact on organisational performance improvement including effective performance management	E	E
Experience of carrying out high level analysis of performance data in order to determine and implement strategies to ensure continuous improvement in teaching, learning and assessment.		E
A record of personally leading effective change management	E	
Evidence of leading on impactful strategies for positive student experience		E
Experience of working in a senior capacity with external inspection regimes e.g. Ofsted, OfS.	D	

<b>Skills/Personal attributes:</b>		
The ability and resilience to work effectively under pressure and support others to do so		<b>E</b>
The ability to interpret complex information and financial data accurately and quickly to prepare clear and evaluative reports		<b>E</b>
The qualities of a strategic thinker and the ability to thrive and have influence in a complex environment	<b>E</b>	<b>E</b>
Strong motivational leadership skills that develop excellent teams		<b>E</b>
Strong analytical skills and rigorous attention to detail		<b>E</b>
Excellent interpersonal and written communication skills	<b>E</b>	<b>E</b>
A passion and enthusiasm for the FHE sector		<b>E</b>
The ability to be both decisive and reflective		<b>E</b>
The ability to be collaborative in approach with both internal and external stakeholders recognising mutual benefit and enhancement		<b>E</b>