

OAKGROVE INTEGRATED COLLEGE

VICE PRINCIPAL

APPLICATION FORM

SEPTEMBER/OCTOBER 2026

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Job Description

The vice principal is responsible to the principal and Board of Governors and will be a member of the Leadership Team.

Job Purpose

To provide professional leadership for the College on its journey of continuing improvement. The responsibilities of this Vice Principal post may be changed in the future at the discretion of and in consultation with the principal. Initially, they may consist of any of the following responsibilities.

To carry out the tasks set out below and any other reasonable duties as requested by the principal or Board of Governors.

Key Tasks

1. General

To deputise for the principal when required. To be in overall charge of the school when the principal is off the premises.

To assist the principal in the day-to-day management of the College.

To take a lead role under the leadership of the principal in strong financial administration and in procuring, planning and managing budgets.

To act as C2K manager responsible for the continued implementation, development and monitoring of SIMS, all electronic applications and communication tools used to support the needs of the College.

To use data effectively to support continuous improvement.

To prepare an analysis of all examination results, keeping clear comparisons between College standards and similar schools.

To assist the principal with the promotion of the College in the local and wider community, in particular with regard to its ethos and image as an integrated college

To develop effective relationships with the whole school and with the whole community.

To undertake a teaching commitment as and when required by the college.

To participate fully in the Leadership Team, chair its meetings when required, and demonstrate Leadership skills, particularly with regard to team building.

To have general oversight of HR and the work of all teachers, Non-teaching and Support Staff.

2. Integration

The core of this post must be to promote integration within the college, the local and the wider community in every aspect of its practice.

3. Curriculum

To take the lead in developing the timetable, ensuring that it meets the curricular aims of the College.

To monitor, review and evaluate all aspects of the College curriculum to ensure that it develops appropriately to meet the needs of all students.

To identify and establish appropriate performance indicators to measure and evaluate the quality of teaching and learning.

To update as necessary the College curriculum policy statement.

In conjunction with the Year Head, to monitor individual student academic progress and implement strategies to redress underachievement.

To ensure that the curriculum is in line with the Entitlement Framework.

To take responsibility for, coordinate and develop KS4 and KS5 options.

4. Pastoral

To counsel and support students who are referred by a Year Head or other staff.

To assist with, in consultation with the Principal, the Board of Governors and the appropriate professional staff, the pastoral care of students.

To take the lead role in positive behaviour management within the college.

To oversee the process of ensuring that the progress of students is monitored and recorded.

To play a key role in relation to child protection issues.

5. Staff deployment/development

To work with governors and the principal to recruit and retain staff.

To oversee professional development and review of staff.

6. Buildings

To have an overview of the college estate, including risk management and safety requirements.

7. Equal Opportunities

To maintain the policy of equal opportunities.

This job description will be subject to review in light of changing circumstances and is not intended to be rigid and inflexible but should be regarded as providing guidelines within which the individual works. Other duties of a similar nature and appropriate to the grade may be assigned from time to time.

Person Specification

	Essential	Desirable
Qualification and Training	Applicants must at the closing date for applications: 1) Hold a teaching qualification which meets the requirements for recognition to teach in secondary schools in Northern Ireland.	Have successfully completed an additional post graduate (or equivalent or higher) qualification in Education.
Experience	2) Have a minimum of 7 years post qualification teaching experience in secondary education, and/or equivalent experience in an affiliated educational body working in an area that relates to the secondary sector, within the last 12 years; 3) Currently hold or have held for a minimum of 3 years AND within the last 8 years: • A post with experience of strategic leadership or co-ordination of a whole school area at a minimum level of Subject Co-ordinator/Head of Key Stage/SENCo/SLT to include monitoring and evaluation resulting in measurable school improvement; and/or • A post of Principal or Vice-Principal; and/or • A post with school leadership and management experience. The above promoted posts may be in an acting capacity. 4) Evidence of how your leadership has led to school improvement. 5) Evidence of involvement in strategic planning. 6) Evidence of involvement in staff development within school/s. (7) Experience of financial and/or budgetary management within school/s.	

Person Specification

	Essential	Desirable
Knowledge	The successful candidate must demonstrate extensive knowledge of: • The Northern Ireland Secondary Curriculum and current policies and procedures; • Current educational developments and the ability to evaluate and respond to new educational challenges and manage change effectively; • Effective classroom pedagogy and how to ensure high standards of teaching, learning and achievement throughout the school; • Effective data management; • Effective organisational management including the appropriate deployment of resources. • Knowledge and understanding of school financial systems	
Skills	The successful candidate must demonstrate highly developed skills in order to: • Lead, motivate, manage, challenge and enthuse others; • Develop good relationships at all levels and promote a collaborative and team approach among staff, pupils, parents and governors; • Lead strategically and develop self and others in order to achieve outcomes; • Organise and prioritise workload effectively; • Promote, achieve, monitor and evaluate high standards of teaching, learning and achievement throughout the school; • Strong financial administrative skills. • Create an ethos and articulate vision for the future of the school. Develop effective partnerships between the school and the local community; • Communicate effectively orally and in writing; • Deal with staffing matters in accordance with EA policies and procedures; • Manage time effectively.	

Person Specification

	Essential	Desirable
Personal Qualities	The successful candidate must demonstrate: • Vision • A caring child centred approach • A commitment to the values, principles and practice of integrated education • Enthusiasm and motivation • Assertiveness and confidence • A sound value system • Discretion • Integrity • Advocacy and empathy • An ability to cope under pressure • Tact and diplomacy • Decisiveness • Adaptability	

Guidance for Applicants

The post is open to any individual who meets the eligibility and essential criteria set out in the Applicant application form.

Selection Criteria

Candidates should refer to the criteria contained in the advert which are deemed essential for the role. To assist in completion of the application form, the following key points should be considered:

- The shortlisting panel will not make assumptions from the title of the applicant's post or the nature of the organisation as to the skills and experience gained, and it is not appropriate simply to list the various posts that an applicant has held.
- In each section, candidates should provide evidence through specific examples to illustrate how they meet the particular experience, understanding, knowledge and qualities sought in the criteria.
- Responses should make reference to the applicant's specific role, objective, contribution and the outcome.
- Candidate responses therefore must clearly explain how the evidence provided demonstrates their experience against the criteria. It is therefore imperative that all applicants demonstrate on their application form how and to what extent they meet these criteria. If you do not provide sufficient detail, including any appropriate dates needed to meet the requirements, your application will not be shortlisted.
- Only those whose responses meet the highest standard expected for this role will be shortlisted.
- Do not use acronyms or complex technical detail. Write for the reader who may not know your branch or your job. Write down clearly your personal involvement in any experience you quote. Write "I" statements e.g. I planned meetings, I managed a budget, I prepared a presentation. It is how you actually carried out a piece of work that the panel are interested in.
- The examples you provide should be concise and relevant to the criteria. It is your unique role the panel are interested in, not that of your team or division.

Shortlisting

Shortlisting

After the closing date, the shortlisting criteria derived by the Board of Governors will be used to provide a shortlist of candidates for interview. This will involve assessing which candidates have demonstrated how they meet each of the criteria. The criteria may be enhanced to facilitate shortlisting, if required.

Interview

Shortlisted candidates will be required to attend for interview and an assessment Centre. Suitable breaks and preparation periods will be provided during this day. Candidates who have been selected to attend will be notified by email.

Key Dates:

Publication of advertisement:	Thursday 24 th September
Closing Date for receipt of Applications:	Friday 9 th October (by 12noon)
Shortlisting & notification of interviews:	Week beginning 12 th October
Interview & assessment centre:	Week beginning 2 nd November