# ACADEMY PRINCIPAL

# Salary

ISR on the Leadership Group Spine will be by negotiation and subject to review.

# Line of responsibility

The principal is directly responsible to the Trust Board through the chair of the governing board and CEO.

# Line management

S/he shall ensure effective line management of all members of the school’s leadership team and secure effective line management of all other staff.

# Job content

## Strategic purpose

The post holder shall be responsible to the Trust Board for the overall leadership and management of the academy, leading governors and colleagues in the development of policy and strategic planning within a culture of continuous improvement. In particular establishing rigorous academic and pastoral policy to ensure that students receive the highest standard of education, and that demanding and measurable targets and objectives are set for staff.

## Core responsibilities

* S/he shall lead, manage and develop staff within a complex organisation to ensure that the academy’s curriculum, resources and community provision enable everyone to achieve the highest possible standards.
* S/he shall ensure the highest possible standards of education through the promotion of effective teaching and learning, a balanced curriculum, the provision of excellent pastoral care and support for students and a rich extra-curricular programme.
* S/he shall lead and direct all members of staff and students, through the direct management of the academy’s leadership team, ensuring that effective responsibility is delegated through an appropriate management structure, and that the school complies with educational and other relevant legislation, including health and safety.
* S/he shall be responsible for promoting the aims and values of the academy and shall ensure effective communications with all stakeholders, including Trust Board, governors, staff, pupils, parents, the community served by the academy, the local authority (LA) and relevant government agencies.
* S/he shall attend meetings of the governing board, provide governors and CEO with regular reports on academy developments and activities and consult with the governing board wherever appropriate, for example in the formulation of development plans.
* S/he shall keep abreast of changes in government policy and wider educational practices, and shall be accountable for the effectiveness, efficiency and quality outcomes of all aspects of the academy, including financial and human resources, pupil behaviour and discipline, educational and support services, and marketing and communications.
* S/he shall lead the shaping of the academy’s future and ensure that everyone is enabled to contribute effectively to the progress and development of the academy.
* S/he shall support the busy and varied life of the academy, attending its events and wider programme of activities.
* S/he shall ensure that child protection and safeguarding of students are given high priority at all times.

# Conditions of employment

* The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).
* To uphold the academy's policy in respect of child protection and safeguarding matters.
* The post holder is required to support and encourage the academy’s ethos and its objectives, policies and procedures as agreed by the governing board.
* S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers’ Pay and Conditions Document.
* This 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 constructed.
* This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.
* All members of staff are required to participate in the academy’s appraisal scheme.

# ACADEMY PRINCIPAL/HEADTEACHER: PERSON SPECIFICATION

| Essential | Desirable | Evidence |
| --- | --- | --- |
| Qualifications and experience | | |
| * First degree. * Qualified teacher status * A continued commitment to own professional development. * As an assistant/deputy/headteacher of a same phase school/academy. * Teaching experience within the designated age range. * Of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children. | * N.P.Q.H. * Relevant further degree. * Further relevant professional studies. * Experience of more than one school/academy. * Experience of more than one key stage. | Application form  Certificates  References |
| Leading strategically | | |
| Knowledge and understanding of:  * 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. * Methods of establishing networks with further and higher education and with local businesses and agencies.  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. * Anticipate, lead and manage change. * Use research to support and challenge practice. * Inspire, challenge, motivate and empower others to attain challenging outcomes. * Celebrate achievement and acknowledge excellence. * Model the vision and values of the school. * Work strategically with governing board. | Knowledge and understanding of:  * Developments in education at local, national and global levels.  Skills:  * Demonstrate political acumen. | Application form  Letter of application  References  Interviews |
| Leading teaching and learning | | |
| Knowledge and understanding of:  |  | | --- | | * Methods to ensure the specified teaching standards 2012 are harnessed and maintained by all teaching staff. * Curriculum design and management. | | * Principles of quality learning, teaching and assessment including school review and self-evaluation. | | * Use of external support and expertise. | | * Behaviour and attendance management. | | * New technologies to support learning and teaching. | | * Strategies for improving outcomes and achieving excellence for all. | | * Tools for data collection and analysis. |  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 in pupil’s teaching and learning. | | * Manage and use performance data. | | * Deploy technology to support teaching and learning. | | * Develop and use effective assessment and moderation systems. * Understand whole school culture of best practice in teaching and learning. * Understand flexible and comprehensive learning opportunities for all students. * Evaluate, review and develop systems and structures. | | Knowledge and understanding of:  * Ways of applying effective practice and research evidence to improve outcomes. * Political impact of external, community or family factors on learning.     Skills:  * Capitalise on appropriate sources of external support and expertise. | Application form  Letter of application  References  Interviews |
| Leading the organisation | | |
| Knowledge and understanding of:  * Employment market, effective recruitment, deployment and management of staff. * Technology to enhance organisational effectiveness. * Strategies to maximise contributions from the workforce * Accountability frameworks. * Legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks. * Strategic financial planning, budget management and principles of best value. * Organisational development, planning and implementing change.  Skills:  |  | | --- | | * Seek expertise and advice from within and outside the school. | | * 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. * Manage the school's financial, human and physical resources. * Establish structures and systems so operational decisions are based on informed discussion. * Develop and sustain a safe, secure and healthy school environment. * Create a working environment which takes account of workload and work-life balance. | | Knowledge and understanding of:  * Development of and access to school buildings and facilities. * Project management techniques.  Skills:  * Manage industrial relations. | Application form  Letter of application  References  Interviews |
| Leading people | | |
| Knowledge and understanding of:  * Significance of interpersonal relationships, including impact on teacher performance and pupil learning.  |  | | --- | | * Performance management, continuous professional development and sustained school improvement. | | * Building motivation, including the importance of celebrating achievement. | | * Own performance, ways of obtaining feedback and how to improve. |  Skills:  |  | | --- | | * Develop self-awareness, self-management and self-confidence and use effectively. | | * Listen, reflect and communicate effectively. | | * 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. * Create a culture which encourages ideas and contributions from others. * Foster an open, fair and equitable culture. * Motivate, develop, empower and sustain individuals and teams. * High standards of personal and professional conduct. | | Knowledge and understanding of:  * Building and sustaining a learning community within a diverse workforce. * Support and development systems for individuals and teams.  Skills:  * Negotiate and manage conflict, providing appropriate support. | Application form  Letter of application  References  Interviews |
| Leading in the community | | |
| Knowledge and understanding of:  |  | | --- | | * Multi-agency work (including the team around the student), benefits and risks of multi-agency working. | | * Collaboration and partnership working (including school, home, community and business partnerships). | | * Wider curriculum beyond the school and opportunities it provides. * Diversity and community cohesion issues. |  Skills:  |  | | --- | | * Establish and engage in partnerships, including working with multi-agency teams. | | * Consult, engage and communicate with staff, students, parents and carers to enhance pupil’s learning. | | * Engage in cross phase working and transition issues. * Collaborate and work within and across the community. * Engage the community in systematic evaluation of the school's work and act on outcomes. | | Knowledge and understanding of:  * Extended service provision, commissioning and contracting. * The diversity of professional cultures and ways of working. * Strengths, capabilities and objectives of other schools, services and agencies.  Skills:  * Take a leadership role within and across the community. * 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. | Application form  Letter of application  References  Interviews |