# Pioneer Academies Community Trust (PACT)

## Job Description

## HEAD OF ACADEMY

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| **JOB TITLE: Head of Academy** | |
| **JOB REFERENCE NO:** | **RANGE: L10 to L14** |

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| **RESPONSIBLE TO:** | **Executive Principal** |

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| **EMPLOYEE SUPERVISION:** | **YES** |
| **DATE AGREED:** | **BY WHOM:** |

**PURPOSE OF THE JOB**

To support the Executive Principal in the achievement of the educational vision for the Trust

To provide professional leadership and be responsible for the day to day efficient management of …….. Primary Academy

To work with the Executive Principal, Trust and Local Governing Body, to support the development a strategic vision for the academy in the context of its wider community and ensure accurate school self evaluation to inform school improvement planning.

The Head of Academy is accountable overall to the Trust Board and Executive Principal for the educational standards achieved and the conduct, management and administration of the academy within the overall framework of Pioneer Academies Co-operative Trust Strategic Plan, the Academy Improvement Plan, relevant legislation, best practice and available resources.

The Head of Academy will be Performance Managed by the Executive Principal under the direction of the Trustees.

The Head of Academy will carry out his/her professional duties in accordance with, and subject to, the National Conditions of Employment for Headteachers, and Education and Employment legislation.

**GENERAL DUTIES**

- Contribute to the educational vision, direction and ethos that secures effective teaching and successful learning and achievement by pupils
- Be responsible for the day to day management, control and operation of their designated school
- Ensure through day-to-day management that the vision for the academy is clearly articulated, shared, understood and acted upon effectively by all
- Work with the Executive Principal, Local Governing Body, Trust and the academy community to translate the vision into agreed objectives and operational plans that promote and sustain

academy improvement
- Implement the Academy Improvement Plan ensuring that pupils achieve high standards and that teaching is effective
- Demonstrate the vision and values in everyday work and practice
- Ensure through day-to-day operational management that all those involved in the academy are committed to its aims, motivated to achieve them and involved in meeting long, medium and short- term objectives and targets that secure the success of the academy
- Contribute to and, alongside the Executive Principal, implement an improvement plan that takes account of the diversity, values, experience and aspirations of the academy and the wider community
- Work with the Executive Principal to ensure that the Academy Improvement Plan is underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, and increases teachers' effectiveness and secures academy improvement
- Lead curriculum development and innovation, ensuring creativity and the use of appropriate technologies to achieve excellence
- Assist the Executive Principal to ensure that policies and practices take account of national, local and academy data and inspection research findings; and
- Consistently through day-to-day management monitor, evaluate and review the effects of policies, priorities and targets of the academy in practice and taking necessary action.

**Leading Teaching and Learning**

To work with the Executive Principal, Governing Body, Trust and the community to secure and sustain effective teaching and learning throughout the academy; and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement

- Promote excellence in teaching and learning, ensuring a continuous and consistent academy focus on pupils' achievement and development (moral, spiritual, physical and social, as well as academic)
- Determine, organise and implement a diverse, flexible and purposeful curriculum that is relevant to pupils' needs and is supported by an effective assessment framework
- Monitor, evaluate and review the delivery of an appropriate, comprehensive, high quality and cost effective curriculum in the academy
- Actively monitor and respond to the curriculum development and initiatives at national, regional and local levels
- Ensure that a high quality educational experience is available for all children and young people that attend the academy
- Establish creative, rigorous and collaborative responses to improving teaching and learning within the academy
- Drive innovation, ensuring the academy is able to respond to a changing external environment and that the skills, learning and aspirations of children and young people are developing and enhanced at all key stages
- Develop and implement strategies to ensure continuity of learning at all main points of transfer, in particular from the primary to secondary phase
- Maintain a consistent and continuous focus on pupil achievement, ensuring that individual pupil progress is regularly assessed, recorded, reported and used to inform future teaching
- Monitor the quality of teaching and pupils' achievements including the analysis of performance data, to ensure enhanced progress and support staff in appraisal process
- Create a stimulating climate which will encourage all pupils to fulfil their potential, in the widest sense, and maintain a lifelong enthusiasm for learning and personal development
- Ensure a consistent and continuous academy-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- Ensure that learning is at the centre of strategic planning and resource management

- Demonstrate and articulating high expectations and setting aspirational targets for the whole academy community
- Implement strategies that secure high standards of behaviour and attendance
- Implement approaches that develop pupils' understanding of themselves as learners and motivate and support them to improve their learning
- Lead the implementation of new and emerging technologies to enhance and extend the learning experience of pupils
- Monitor, evaluating and reviewing classroom practice and promoting improvement strategies to ensure that the highest standards of teaching and learning are maintained and that underperformance is challenged at all levels; and giving and receiving effective feedback and acting to improve personal performance.

**Management of the organisation**

Deliver effective operational management for the delivery of education within the academy's budget and in accordance with the financial and organisational structures of Pioneer Academies Co-operative Trust; making professional, managerial and organisational decisions based on informed judgments; to sustain appropriate structures and systems, delegating management tasks and monitoring their implementation, and prioritising, planning and organising self and others; and to think creatively to anticipate and solve problems

- Deploy and manage staff in the Academy, taking into account and seeking the advice of the Executive Principal as appropriate
- To work with the Executive Principal to produce and implement clear, evidence-based Academy Improvement Plans and policies for the development of the Academy;
- Manage and organise the academy environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- Ensure policies and practices take account of national and local circumstances, policies and initiatives;
- Work with the Executive Principal and governors to recruit, retain and deploy staff appropriately and assist in managing the staff's workload to achieve the academy's vision and goals, linked to the academy improvement plan;
- Implement effective appraisal processes, including capability procedures;
- Ensure appraisal processes are carried out for all staff in the academy;
- Report to the Executive Principal and LGB on appraisal outcomes, with action plans to ensure staff are fully supported in the appraisal process;
- Work with the Executive Principal on appropriate priorities for expenditure, allocating funds and ensuring effective administration and control;
- Make arrangements for the security and effective supervision of the academy buildings, contents and grounds;
- Undertake responsibilities as defined in Health and Safety Policies and ensure that appropriate risk assessments are undertaken;
- Manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money;
- Undertake responsibility for promoting and safeguarding the welfare of children and young persons;
- Use a range of technologies effectively and efficiently to manage the academy
- Ensure all delegated returns, notifications and procedures are followed to ensure the Trust is compliant with all requirements

**Developing self and working with others**

To work alongside the Executive Principal to lead, motivate, support, challenge and develop individuals and teams; and to foster an open, fair, equitable culture, treating people with dignity

and respect to create and maintain a positive academy culture

- Support the development of collaborative approaches to learning within the school and across the Multi-Academy Trust;
- Regularly review own practice and take responsibility for own personal development
- Organise and support the induction of staff new to the school site and those being trained within the school;
- Ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified teacher Status, the Career Entry Profile and standards for induction;
- Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation, support and evaluation of work;
- Challenge, influence and motivate others to attain high goals, maintaining a culture of high expectations for self and for others, acknowledging and celebrating the achievements of individuals and teams and taking appropriate action when performance is unsatisfactory;
- Implement the Trust's systems to identify professional development needs of all Academy staff through the monitoring and performance management process and that suitable development plans are put in place.
- Provide support to the Executive Principal in identifying potential future leaders and in implementing appropriate support plans
- Build, develop and maintain effective relationships with all members of the Trust community and its partners to ensure effective operation of the Trust and to enhance the aims of the Trust and the education of all pupils.
- Inspire, challenge motivate and empower colleagues and pupils to achieve their potential.
- Listen and respond to the contributions of others and to integrate team ideas into effective working solutions.
- Embrace enthusiastically change and innovation and promote new technologies and strategies relevant to teaching and learning.
- Acknowledge excellence and challenge poor performance across the academy.
- Develop individuals, empower and sustain effective teams.
- Promote the relationship between self-evaluation, continuing professional development and sustained academy improvement.
- Demonstrate a commitment to staff development within both teaching and management roles.
- Establish and sustain appropriate structures and systems, adapting to changing requirements and resources.
- Delegate management tasks and monitor their implementation.
- Prioritise, plan and organise yourself and others.
- Think creatively to anticipate and solve problems.
- Ensure effective team work and collaboration within the academy and with external partners.
- Sustain a safe, secure and healthy academy environment.

**Securing Accountability**

To be accountable for the efficiency and effectiveness of the academy to the Executive Principal, Governors and Trust; and to engage in the systematic and rigorous self-evaluation of the work of the academy, collecting and using a rich set of data to understand the strengths and weaknesses of the academy and combining the outcomes of regular academy self-review with external evaluations in order

to develop the academy

- Fulfilling commitments arising from contractual accountability;
- Work closely with the Executive Principal, Trust and Governing Body to provide effective and accessible reports to the LGB on delegated aspects of operation and policy in line with Trust requirements and ensure key issues are brought to the attention of the Executive Principal where necessary
- Contribute to an academy ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility and accountability for outcomes;
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in keeping with appraisal and review timelines;
- Use a range of evidence, including national data and the academy's own performance data, to support, monitor, evaluate and improve aspects of academy life, including challenging poor performance;
- Maintain quality assurance systems, including academy review, self-evaluation and appraisal and present a coherent and accurate account of the academy's performance to a range of audiences to enable them to play their part effectively;
- Ensure that parents and pupils are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the academy's targets for improvement;
- Provide information about the work and performance of staff where it is relevant to their future employment;
- Reflect on personal contribution to academy achievements and taking account of feedback from others
- Ensure that an annual cycle of review of all identified Academy level policies is in place. Develop Academy polices for review and recommendation by the Trust
- Implement the Trust's systems to promote the safeguarding and welfare of all children within the Academy
- Implement the Trust's self-evaluation process
- Implement the Trust's systems for the collection and use of a variety of data to understand the strengths and weaknesses of the Trust in order to promote achievement and accountability for pupil learning.

**Strengthening community**

To recognise and take account of the richness and diversity of the academy's communities; to contribute to a dialogue that builds partnerships and community consensus on values, beliefs and shared responsibilities; and to listen to, reflect and act on community feedback and build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils

- Contribute to an academy culture and curriculum that takes account of the richness and diversity of the academy and the wider community;
- Promote positive strategies for challenging racial and other prejudice and dealing with racial harassment;
- Ensure learning experiences for pupils are linked into and integrated with the wider community;
- Ensure a range of community-based learning experiences;
- Collaborate with other agencies to provide academic, spiritual, moral, social, emotional and cultural well- being of pupils and their families;
- Contribute to the communication flow with the wider community to build upon all stakeholders' confidence and understanding of the academy;
- Identify and use opportunities to invite parents and carers, community figures, business or other organisations into the academy to enhance and enrich the academy and its value to the wider

community;

- Ensuring that the academy promotes effective links with the local community and continues the development of close liaison with other local primary and secondary schools;
- Contribute to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives;
- Co-operate and work with relevant agencies to protect and safeguard children;
- Maintain a wholly inclusive environment whereby all children, including those with physical or learning difficulties, can be welcomed and supported appropriately;
- Maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.

This job description will be reviewed annually and may be subject to amendment or modification at any time following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the academy in relation to the post holder's professional responsibilities and duties.

| **Date Job Description Revised: September 2016** | **By whom:** |
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PIONEER ACADEMIES COMMUNITY TRUST

# PERSON SPECIFICATION

PIONEER ACADEMIES CO-OPERATIVE TRUST

Job Title: Head of Academy
Carlton Primary Academy or Parkside Primary Academy

*Information for applicants: when completing the application form please remember that you are only required to supply relevant evidence to satisfy the emboldened criteria below

| | Criteria | Essential (E) - Desirable (D | How Assessed |
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| **Education & Qualifications** | Qualified Teacher Status | **E** | Application Form |
| | Degree or equivalent | **E** | Application Form |
| | Evidence of continuing professional development including preparation for a senior management role | **E** | Application Form |
| | Has NPQH | **D** | Application Form |
| **Work related Experience** | Experience in a Senior Leadership Role | **E** | Application Form |
| | Sustained experience of leading Teaching and Learning | | Application Form |
| | Experience of successful strategies for raising pupils' achievement and educational development, promoting pupils spiritual, moral, social and cultural development and their good behavior | **E** | |

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| | Experience of and strategies for effectively managing a wide range of staff | **E** | Application Form |
| | Experience of implementing and overseeing successful school improvement initiatives | | |
| | Experience of analysing comparative data, together with information for pupils' prior attainment, to establish benchmarks and to set targets for improvement in teaching and learning | **E** | Application Form |
| | Experience of current good practice in assessment techniques and curriculum development | **E** | Selection Process |
| | Experience of strategies for curriculum enrichment that have shown successful impact for all age groups | **E** | Application Form |
| | Experience of equality of opportunity and inclusion and the implications for the Academy | **E** | Selection Process |
| | Experience of planning strategically that will continue to build, communicate and carry forward a coherent and shared vision | **E** | Selection Process |
| | Ability to lead innovation, creativity and change in school and wider educational context | **E** | Selection Process |
| | Ability to implement strategies for improving the quality of teaching and learning including | | |

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| | promoting excellence and<br>challenging poor performance<br><br>Ability to monitor and evaluate<br>the effectiveness of teaching and learning<br>including its outcomes in terms of standards,<br>achievement, personal<br>development and well being<br><br>Knowledge of the full primary range including the<br>Foundation Stage<br><br>Determine, organise and implement the<br>curriculum and establish creative,<br>responsive and effective approaches to learning<br>and teaching(including the appropriate use of<br>new and emerging<br>technologies) | **E**<br><br>**E**<br><br>**E**<br><br>**E** | Application<br>Form-Selection<br>Process<br><br>Application<br>Form-Selection<br>Process<br><br>Selection<br>Process<br><br>Application<br>Form-Selection<br>Process |

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| **Skills &<br>Abilities** | Able to think creatively to anticipate and solve<br>problems and demonstrate balanced<br>and fair judgement<br><br>Able to consult and negotiate to achieve the best<br>possible outcomes for children and their families<br><br>Able to work in partnership and accept<br>appropriate support from others, including<br>colleagues, Board of Directors and other | **E**<br><br>**E**<br><br>**E** | Application<br>Form-Selection<br>Process<br><br>Selection<br>Process<br><br>Selection<br>Process |

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| | primary schools locally and nationally<br><br>Able to establish and sustain effective organisational structures, systems, policy and practice including safeguarding<br><br>Able to engage in dialogue that builds partnerships and community consensus on values, beliefs and shared responsibilities at the Academy<br><br>Able to build and sustain effective relationships with all stakeholders that will enhance the education of all pupils at the Academy<br><br>Willingness to support the Academy's ambition for community cohesion<br><br>Ability to hold staff and pupils to account<br><br>Demonstrate the ability to lead others with energy and enthusiasm, to command respect and to provide an environment where others feel motivated, valued and inspired | **E**<br><br>**E**<br><br>**E**<br><br>**E**<br><br>**E**<br><br>**E** | Selection Process<br><br>Selection Process<br><br>Application Form-Selection Process<br><br>Selection Process<br><br>Application Form-Selection Process<br><br>Application Form-Selection Process |
| **Knowledge** | Knowledge of current issues in primary Education<br><br>Knowledge of the opportunities that being an Academy can bring | **E**<br><br>**D** | Application Form-Selection Process<br><br>Application Form-Selection |

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| | Knowledge of the principles and practice of Quality Assurance systems including school reviews, self evaluation and appraisal | **E** | Process<br><br>Application Form-Selection process |