

Academy Principal Job Description

Job Title: Academy Principal

Accountable to: Executive Principal, Trust Board of Directors, Local Accountability Board

Core Purpose of the Principal

The Principal is accountable for all aspects of the educational outcomes and welfare of students within the academy, being responsible overall to the White Rose Academies Trust for ensuring educational success within the wider framework of relevant national legislation, best practice and the values and vision established by the Trust.

Job description

In choosing the Principal we are looking for an outstanding leader, who is able to articulate the vision for the academy and who will inspire and empower others to share in achieving it. The successful candidate will be driven by a commitment to creating the best possible educational opportunities for the young people of Leeds, in order to raise aspirations and transform lives.

You will be expected to meet the four ‘Excellence As Standard’ domains outlined in the *National Standards of Excellence for Headteachers*, outlined in Appendix 1.

Overall purpose of the post of Principal:

In line with, and building on, the Trust's vision, the Principal will:

- Develop the academy as a catalyst for social change, improving the outcomes for students and the community as a whole.
- Be committed to supporting the child through their learning journey from 11-16 and beyond.
- Design and develop an outstanding, innovative and creative curriculum comprised of high quality vocational and academic options and utilising the latest technologies.
- Develop in all students and staff versatile skills and attitudes required for lifelong learning in a rapidly changing world.
- Develop positive external relationships at a local and strategic level, in partnership with the sponsors and others, to promote the continued development of the academy, as a central resource for the community.
- To create and manage a complex institution.
- To recognise and develop sustainable commercial opportunities.

Strategic direction and development:

You will:

- Provide the strategic vision, effective management and operational efficiency to fulfil the ethos of the academy.

- Lead a complex organisation effectively and efficiently and ensure the successful implementation of the free school initiative as it develops and grows.
- Work in conjunction with community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities.

Learning and Teaching

You will:

- Be central to the recruitment strategy for teaching within an expanding academy.
- Design and develop an innovative and motivating curriculum in conjunction with your teachers and Trust peers, matched to students' needs.
- Drive up expectations and promote an aspirational culture.
- Ensure focussed, data driven improvement.
- Involve students in decision-making processes by developing policies and practices that treat students as partners in the learning process.
- Promote inspirational teaching and learning around all subjects.
- Manage pastoral care, student welfare, child protection and anti-bullying procedures effectively.
- Maintain effective assessment, recording and reporting systems of student progress, and establish challenging targets.

Leading and managing staff

You will:

- Promote the academy vision and values and an ethos in which the highest achievements are expected from all members of the academy community.
- Establish and develop effective team working practices.
- Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies.
- Ensure an aspirational and motivational culture is developed, sustained and celebrated.

Efficient and effective use of staff and resources

You will:

- Work with the Chief Financial Officer to advise the Local Accountability Board on the formulation of the annual budget in order that the Academy and the Trust secures their objectives.
- Ensure that the allocation and use of accommodation provides a positive and safe learning environment that promotes the highest achievement for all.
- Develop the academy's commercial opportunities.
- Ensure that the available IT resources meet the needs of staff and students in an ever changing technological age.

Accountability

You will:

- Work effectively with the Executive Principal, the Chair of the Local Accountability Board and the Board itself to enable it to meet its responsibilities for securing effective teaching and learning and high standards of achievement, and for achieving efficiencies and value for money.
- Work closely with the Board of The White Rose Academies Trust, its other academies, strategic partners and stakeholders.

Notes:

All academy leaders are subject to the requirements of the NCSL National Standards together with the Operational framework. This criteria will form part of the individual's professional development, performance management and review to be carried out by the Trust Board and Executive Principal.

All academy leaders are subject to the requirements of the OFSTED measures of effectiveness, which will be monitored by the Trust Board, and the Executive Principal.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

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 construed.

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 or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy at the reasonable discretion of the Executive Principal and the Trust Board.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Appendix 1

The Four Domains

The *National Standards of Excellence for Headteachers* are set out in four domains

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the nation's headteachers.

Domain One

Excellent headteachers: qualities and knowledge

Headteachers:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two

Excellent headteachers: pupils and staff

Headteachers:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.

4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

Domain Three

Excellent headteachers: systems and process

Headteachers:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decisionmaking.

Domain Four

Excellent headteachers: the self-improving school system

Headteachers:

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.