

JOB DESCRIPTION

JOB TITLE	Principal
GRADE BAND	As advertised
RESPONSIBLE TO	Executive Director of Primary Education
DEPARTMENT	School Improvement
DATE JD/PS SIGNED OFF	January 2019

SIGNED	
PRINTED	
DATED	

SAFEGUARDING COMMITMENT

The White Horse Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If successful in being appointed to a post you will be expected to apply for a disclosure from the Disclosure and Barring Service as well as other employment checks before your appointment is confirmed.

JOB PURPOSE

The core purpose of the Principal role is to provide professional leadership and management for the school that reflects the vision, values and beliefs of the The White Horse Federation (TWHF). This will promote a secure foundation from which to achieve high standards in all areas of the academy's work.

To gain this success the Principal will:

- Provide vision, leadership and direction for the school
- Secure exceptional outcomes for students
- Develop outstanding teaching and learning
- Promote excellence, equality and high expectations for all students and staff
- Create a culture of self-improvement across the school and wider community
- Promote the social and cultural development of all students
- Evaluate and be accountable for school performance, student outcomes, staff development and identifying priorities for continuous improvement
- Ensure that day-to-day management, organisation and administration is carried out effectively
- Create a safe and productive learning environment which is engaging and fulfilling for all students and staff.
- Work effectively with the Chief Executive Officer, Executive Director of Primary, Central services and the local governing body to ensure a continuous relationship is evident to all communities
- Secure the commitment of the wider community
- Value the diversity of the community served by the school and the Trust

MAIN TASKS, DUTIES & RESPONSIBILITIES

Teaching and Learning

Continue to raise the quality of teaching and learning for pupils, securing exceptional outcomes for students, within a successful learning culture.

- Ensure the school provides a learning environment that promotes and secures excellent teaching, effective learning, high standards of achievement and good behaviour.
- Accountable for the development, implementation and review of a curriculum, compliant with statutory requirements, that delivers breadth, balance and relevance to all pupils whatever their abilities, aptitudes and educational need within the financial constraints of the school budget.
- Ensuring that effective plans are in place for key stage transition and internal/external moderation in order to avoid self-referencing and regulation without due regard to national norms
- Ensure that parents/carers and pupils are continually well informed about the curriculum, progress, attainment and the contribution parents/carers may make to the pupil's learning and achievement of the school's targets for improvement.
- Proactively encourage the celebration of the achievements of pupils and employees throughout the academic year.
- Monitor and evaluate the quality of teaching and learning and standards of achievement for all pupils compared to national and regional data, tackling under performance promptly and effectively.
- Empower all leaders at the school to enable them to support their departments with lesson preparation, delivery and pupil assessment.
- Maintain good pupil behaviour and discipline through the development and implementation of effective behaviour management strategies and policies, including pupil reward and exclusions.
- Promote extracurricular activities which support the educational aims of the Trust.
- Cultivate effective communications with all employees and parents and carers within the school and the wider Trust.
- Encourage the sharing of best practice and collaborative working across the academy and the Trust as a whole.
- Undertake an appropriate programme of teaching in accordance with the duties of a principal and when teaching to lead by example, acting as a role model of teaching excellence for the academy.
- Provide support for trainee and newly qualified teachers.
- Be aware of and keep abreast of the demands and requirements of Ofsted schedules to ensure a proactive stance is taking in tackling the need to understand the structure and purpose of Ofsted inspections.

Managing the School/Academy

Provide effective management of the academy and identify ways of improving organisation structures and functions through the use of information technology and centralised services.

- Ensure that the corporate systems, processes and protocols of the Trust are securely embedded and habitual in the practice of the School/Academy.
- Show an openness to both contribute and accept support where required to Trust schools and wider if required.
- Within the Trust's broader vision, beliefs and strategy produce and implement clear evidence based continuous improvement plans for the school/academy. Where educationally advantageous, improvement plans of individual academies will be aligned to one another
- Ensure that the management systems, structures and processes work effectively in line with both Trust and legal requirements.

- Produce a balanced budget for the school for each financial year for approval by the Board and ensure that all expenditure is within the agreed budget, frequently seeking the advice of the Finance Director and as required.
- Recruit highly skilled employees for both teaching and support posts with the academy ensuring that all interview and selection processes are compliant with employment legislation and the most up to date safer recruitment advice.
- Ensure that every employee is properly appraised, with quality discussion around strengths and weaknesses, followed by clear target setting linked to a personalised development plan for the coming year.
- Encourage all employees to embrace continual professional development and to provide suitable high quality training for all employees on the 5 annual training days and beyond.
- Provide training and support for senior leadership to empower them to manage their teams in an effective and efficient manner, from the development of potential future leaders through to tackling under performance.
- Ensure all relevant policies and procedures required for the effective running of the academy are effective, communicated to employees and parents, and regularly updated.
- Maintain good working relationships with the employees, Directors, central services team, other WHF schools, local governing bodies, parents/carers and the wider community.
- Ensure the vision for the academy and the Trust is clearly understood, promoted and shared by all.

Safeguarding and Safer Recruitment

- Ensure that the safeguarding arrangements within the academy are visibly compliant with national guidelines and the Trust's policies and procedures.
- Ensure all recruitment is in accordance with the safer recruitment guidance and conducted by suitably qualified managers.
- Nurture a supportive working environment where employees and pupils feel able to report behaviour/incidents of concern in complete confidence.
- Ensure all employees receive safeguarding training at least once a year.
- Monitor the school's single central record and DBS clearance processes to ensure compliance.

Duties Specific to the Post Holder

- Recognise and fulfil contractual accountability to the Trust.
- Reflect on personal contribution to the school's and the Trust's achievements and challenges, taking account of feedback from the Executive Director for Primary Education and/or Chief Executive Officer.
- Treat everyone fairly, equitably and with dignity and respect in line with TWHF visions & values to create and maintain a positive culture across the school and the Trust.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Maintain an appropriate work life balance for self and colleagues.

ADDITIONAL DUTIES & RESPONSIBILITIES

- The post holder may be required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not of themselves justify the re-evaluation of a post. In cases, however, where a permanent and substantial change in the duties and responsibilities of a post occurs, consistent with a higher level of responsibility, then the post would be eligible for re-evaluation.
- In fulfilling the requirements set out in this job description, the post holder will apply the TWHF's commitment to equality by treating all employees fairly and without discrimination on the grounds of colour, race, ethnic or national origins, sexual orientation, age, marital status, disability, trade union association or religious beliefs.
- In addition, the job holder will respect the need for confidentiality at all times whilst performing the duties of the role.

PERSON SPECIFICATION

Method of Assessment This table indicates the requirements of the role under section to evaluate the competencies in each area as assessed	Essential or Desirable	Application Form	Interview Stage
Qualifications, Education and Training			
QTS	E	X	
Registered as a practicing teacher in England	E	X	
NPQH	E	X	
National or Local Leader of Education	D	X	
Ofsted Inspector training/experience	D	X	
Experience and Knowledge			
Successful senior leadership experience, with a proven track record of delivering school improvement	E	X	X
Managing and improving the curriculum offer resulting in demonstrable impact	E	X	X
Substantial Primary teaching experience	E	X	X
Successful Headship experience	D	X	X
Experience of successfully leading a large Primary school	D	X	X
Leadership experience in an Outstanding school	D	X	X
Experience of working successfully with the local community	E	X	X
Knowledge of current child protection guidance and a commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults	E	X	X
In depth knowledge of the national curriculum and its delivery, monitoring and assessment at EYFS, KS1 and 2	E	X	X
Excellent understanding of the current school inspection frameworks and how to prepare employees and pupils to achieve the best inspection outcomes for the academy	E	X	X
Up to date knowledge of the government initiatives and curriculum developments and their relative importance in Primary school setting	D	X	X
Good understanding of the current recruitment challenges in the education sector and recruitment & retention best practice	D	X	X
Awareness of health & safety in an educational context	D	X	X
Understanding of financial procedures and budgeting relevant to the education sector	D	X	X
Understanding of how Multi Academy Trusts function	D	X	X
Skills and Abilities			
Able to communicate effectively with pupils, parents, staff, governors, directors and the wider community	E	X	X
Proven track record of problem solving and conflict resolution	E	X	X

Clear decision making skills, a team player able to empower and influence but then take the lead when difficult decisions arise	E	X	X
Clear evidence of effective performance management of both underperforming and highly effective teachers and leaders	E	X	X
Engaging public speaker with ability to communicate both positive and challenging messages effectively to a wide audience	D	X	X
Motivational leader with a vision which embraces excellence, high academic standards and inclusion	D	X	X
Experience of promoting a school and/or Trust and building sustainable and positive relationships with the local community	D	X	X
Able to demonstrate effective change management skills	D	X	X
Good ICT skills and able to use IT effectively in the classroom and as a management tool for data analysis, presentations, marketing, etc	D	X	X
Values and Behaviours			
Presence, energy and impact	E		X
Committed to continuous school improvement	E		X
Committed to continual professional development of self and all the school's employees	E		X
Committed to the wellbeing of both pupils and staff	D		X
Ability to manage own work-life balance and that of others on the senior team	D		X
Contacts and Relationships			
Parents/Carers			
Directors			
Colleagues			
CEO			
Students			
Central Team			
Governors			
Physical, Mental and Emotional Demands			
Ability to travel to events outside the school	E		X
Special Requirements			