Principal

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| Salary/grade range | L25- L29 (£76,141- £83,971) |
| Location | Based at Central Lancaster High School and required to work in the other Trust schools |
| Reports To | The Principal will be employed by The Bay Learning Trust and will be accountable to the Central Lancaster Academy Improvement Board and the Trust |

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| This Job Description reflects the **National Standards of Excellence for Headteachers** (2015). These standards are built up on the Teaching Standards (2011) which apply to all teachers, including principals.  The appointment is subject to the current conditions of employment of Principals, contained in the **School Teachers’ Pay and Conditions** and other current educational and employment legislation, including that of the Department for Education, and the terms of the Bay Learning Trust.  **Purpose of role:**   * The Principal is the prime mover in creating, inspiring and embodying the culture of the academy, securing its Mission Statement with all members of the academy community and ensuring an environment for teaching and learning that empowers both staff and students to achieve their highest potential. * The core purpose of the Principal is to provide professional leadership and management for the academy within the wider context of the Bay Learning Trust. The Principal should establish a culture that promotes excellence, equality and high expectations of all students. * The Principal is the leading professional in the academy. Accountable to the Local Governing Body and the Trust Board, the Principal provides vision, leadership and direction for the academy and ensures that it is managed and organised to meet its aims and targets. The Principal, working with others, is responsible for evaluating the academy's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the academy's aims and objectives and for the day-to­day management, organisation and administration of the academy. * The Principal, working with and through others, secures the commitment of the wider community to the academy by developing and maintaining effective partnerships with, for example, academies, schools, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, the Principal plays a key role in contributing to the development of the education system as a whole and collaborates with others to raise standards locally. * Drawing on the support provided by members of the academy community, the Principal is responsible for creating a productive learning environment which is engaging and fulfilling for all students.   The Four Domains of Headship  Domain One: Qualities and knowledge  Within the academy's ethos, the Principal will:   1. Hold and articulate clear values and moral purpose focused on providing an excellent education for students. 2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students, staff, parents, governors and the wider community. 3. Lead by example - with integrity, creativity, resilience and clarity - drawing on his/her 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 academy's vision, ably translating local, national and the Trust's policies into the academy context. 6. Communicate compellingly the academy's and Trust's vision and drive the strategic leadership empowering all students and staff to excel.   Domain Two: Students and staff  Within the academy's ethos, the Principal will:   1. Demand ambitious standards of achievement and attendance for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on student outcomes. 2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being. 3. Establish an educational culture of ‘’open classrooms" as a basis for sharing best practice within and between academies and schools, drawing on and conducting relevant research and robust data analysis. 4. Create an ethos within which 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 performance.   Domain Three: Systems and processes  In an academy, the relationship between the mission statement and the provision of effective governance, organisation and management should reflect the academy's aims.  In order to provide an efficient, effective and safe learning environment, the Principal will:   1. Ensure that the academy's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity. 2. Within the academy's ethos, provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in the academy and in the wider society. 3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing under-performance, supporting staff to improve and valuing excellent practice. 4. Welcome strong governance and actively support the Local Governing Body to understand its role and deliver its functions effectively - in particular its functions to set academy strategy and to hold the Principal to account for student, 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 students' achievements, the academy'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 decision making.   The post-holder will be required to travel to other schools and sites as necessary. |
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**Personal attributes required (based on job description)**

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|  | **Essential** | **Desirable** |
| **Qualifications** | * Teaching Qualification * Degree | * NPQH |
| **Relevant Experience** | * Extensive senior leadership experience. * Track record of leading whole school improvements. * Experience of Senior Leadership in more than one setting. | * Experience of an Acting Principal Role * Leadership across more than one setting. |
| **Knowledge** | * Expert understanding of national and local education * Knowledge of safer recruitment in education and working together to safeguard children |  |
| **Skills** | * Excellent interpersonal skills with ability to engage stakeholders * Excellent communication skills in written and verbal formats including report-writing and presentations * Must be adept at problem-solving, including being able to identify and resolve issues in a timely manner * Demonstrable numerical and analytical skills * Ability to absorb and assimilate a wide range of information * Ability to work under pressure and to tight deadlines with the ability to prioritise and organise workloads * Demonstrable computer and IT skills with proficiency in MS Office suite |  |

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to Bay Learning Trust values.