Principal

Job Description

Overview of the role

The Principal is responsible for the strategic leadership and day-to-day management of the school. They will develop the schools' strategic goals, ensuring that a plan is in place in order to achieve them, thereby driving improvement across the school. The Principal is accountable for the welfare and education of all students within the school, as well as for quality assurance, school staffing, student attainment, and curriculum design and implementation. The Principal will galvanise the people around them to follow them on a journey to ensure their school is happy, safe and successful: a place to which everyone is proud to belong. Core to the role, the Principal will also contribute to our network of schools, driving improvement and collaboration across the trust.

This role contributes to the Lift Schools' mission that **every** child receives an **excellent** education, in **every** classroom, **every** day.

Responsibilities:

Leadership

- Live the mission and Project H Mindsets every day. Inspire and hold others to account to do the same.
- Behave with moral purpose - equity, integrity, and ethics - and in line with the Nolan Principles, to create trusting relationships and maintain a healthy academy.
- Create and lead a strategy that ensures the academy values the richness and diversity of the local community, is outward-facing and forward-looking, and is proud to be part of Lift Schools' network.
- Ensure all staff can achieve their potential by engaging fully with the Leadership Excellence Framework and Performance and Professional Growth Conversations cycle, as well as the network learning and development offer.
- Be an ambassador for the children, the academy and for Lift Schools. Build trusting and effective relationships between students, staff, parents, the community, and wider partners (regional, national and international), in service of our mission.

Educational Provision

- Ensure all initiatives and policies have the Lift Schools maxims at heart, so that every child has entitlement to an excellent academic and co-curricular experience.
- Instil an ethos of high expectations for all pupils, regardless of race, religion, gender, sexual orientation, socioeconomic background, or SEND need. Ensure policies and systems for attendance, behaviour, personal development, and inclusion consistently live this ethos out.
- Ensure a high quality, inclusive curriculum and instructional excellence through public leadership, developing others, and collaborating with network and other specialist support.

Organisational Management

- Safeguard and protect all children, in collaboration with central team colleagues and other agencies as appropriate.
- Working with the Executive leaders and central team, oversee the recruitment, training and coaching provision for all academy staff; ensuring induction, onboarding and development enable colleagues to thrive from day one.

- Co-ordinate the responsibilities amongst leaders in the school, in service of the children, mission and academy priorities. Ensure all accountabilities are clearly defined, understood and agreed, and subject to rigorous review, evaluation and recognition.
- Work with Executive leaders to ensure robust operational, financial, and HR systems and processes are in place that are effective, efficient and economic, and uphold transparency, integrity and probity.
- Develop and present a coherent, understandable and accurate account of the academy's performance and development plans for a range of audiences, including staff, parents, governors and visitors.

Developing the work of the Trust

- Develop strong, positive relationships with network colleagues, contribute to collaborative work across regions and nationally to share best practice and innovation, and support other staff in participating in network projects for the benefit of all.
- Help shape, influence or lead network initiatives and policies, and promote the school and the network in a national context.
- Undertake any other reasonable duties deemed appropriate to the role of the Principal.

Other clauses:

- The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Teachers' Pay and Conditions. The postholder is expected to work to the best of their ability, to be diligent, honest and ethical in the performance of duties and to conduct personal and professional life to the highest standard such that public confidence in their integrity is sustained.
- This job description does not form part of the contract of employment and is not a comprehensive definition of the post. The duties of this post may vary from time to time according to the needs of the school/Trust following consultation with the job holder. It will be reviewed periodically.
- The postholder is expected to participate and engage with workplace learning and development opportunities to continually improve their own performance.
- The postholder may deal with sensitive material and should maintain confidentiality in all school related matters as set out in their statement of terms and condition of employment.
- Information about how and why we collect your data can be found in the "Lift Schools Privacy Notice for Staff" which you are required to comply with.
- You are expected to take reasonable care of your own health and safety and to be mindful of the safety of others, to cooperate with instructions, to minimise and mitigate potential hazards and risks to others and to appropriately report hazards, illnesses or injuries in accordance with our Health & Safety Policy.

Safeguarding:

- At Lift Schools we are committed to ensuring the highest levels of safeguarding and promoting the welfare of our students, and we expect all our staff and volunteers to share this commitment. We adopt a robust, fair and consistent recruitment process which is inline with Keeping Children Safe in Education guidance. This includes online checks for shortlisted candidates. All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check, and you are required to complete them and advise us immediately should you subsequently be convicted of an offence.

Equality, Equity, Diversity and Inclusion:

- At Lift Schools, we want all of our employees to feel included bringing their passion, creativity and individuality to work. We value all cultures, backgrounds and experiences, and we truly believe that diversity drives innovation.

Person specification

Qualifications	
Essential • Qualified to degree level or above • Qualified to teach and work in the UK • Qualified teacher status	**Desirable** • Honours degree at 2:1 or above • Good quality CPD qualifications eg. NPQSL / NPQH
Experience	
Essential • A **strong classroom practitioner** - with a proven track record of achieving excellent progress and outcomes for all children, regardless of their prior attainment, needs or background. • **Senior leadership experience** - whether in a traditional sense eg an SLT position - or, for example, in working across groups of schools as a specialist practitioner. • Experience of **building and maintaining positive relationships and influence with a range of stakeholders** - for example, across some of these groups: peers, superiors, direct reports, parents, community organisations, charities, government organisations business partners, governors.	**Desirable** • Teaching or leading successfully and with impact in a school of high deprivation or challenging circumstances. • Teaching or leading in a high performing school - you will have first-hand experience of what 'excellence' looks like. • Instructional coaching and deliberate practice • Impactful leadership of change management at senior leadership level or equivalent • Demonstrable track record of coalescing diverse groups of internal and external stakeholders around a goal or issue, with significant impact.
Technical skills and knowledge	
Essential • **An understanding of the education system in the UK** and have knowledge of current policy and practice, and the 'big picture' within which your phase operates. • A good **understanding of how pupils develop and learn** - rooted in theory and research - with the ability to apply this judiciously to your practice, for impact. • From your own classroom practice and/or from leading in this area, **knowledge of what makes an outstanding curriculum, impactful instruction and useful assessment**. You will have the ability to develop and maintain excellent practice and standards for pupils of all abilities and backgrounds. • An understanding of the mechanisms for, and an ability to implement, **effective, systematic behaviour management** with clear boundaries and recognition.	**Desirable** • Knowledge of different models of education, perhaps including international systems, or specialist knowledge and experience beyond your phase and sector. • Understanding of how adults learn and improve their practice - rooted in theory and research. • Good working knowledge of the business aspects of a school - eg HR, finance, operations, governance.

Non-technical, leadership skills and abilities

Essential

- An **excellent communicator** with strong interpersonal skills, concise and clear writing, and be a confident public speaker.
- A **solutions-focused problem-solver**, with strength in both conceptual and analytical thinking; someone who relishes a challenge to be tackled, and is comfortable making tough decisions.
- A **collaborator** - able to identify needs and strengths in others, and understand how and when to adopt a team approach to problems or initiatives
- **Ability to develop others** - by having high expectations and clear goals, targeting support wisely and holding to account in a supportive but rigorous way.

Desirable

- Able to adeptly evaluate and then plan and prioritise accordingly - for example, the impact of employees, resources (like finance or time), provisions and interventions. You will use research and data to robustly inform strategic decisions.
- Able to develop and lead networks, for example within or between a school, wider organisation or community.
- Able to demonstrate inclusive leadership; with evidence of building a diverse workforce and/or empowering others to feel a sense of belonging and to be themselves.

Personal attributes and behaviours

Essential

- **Driven by moral purpose** and a restlessness to improve yourself, our network and the wider education system. Aligned to our values and mission and be able to talk about this in a tangible way.
- **Intellectually curious** - someone who is open-minded, outward-looking, forward-thinking and a seeker of knowledge. Ability to talk articulately about books, research, experiences or people that have influenced your thinking.
- **Demonstrate accurate self-awareness** - with the ability to reflect meaningfully on your own motivations, behaviours, reactions, strengths and areas for development.
- The **resilience and personal drive** to act thoughtfully (and also swiftly where needed) when under pressure, encountering setbacks, or receiving critique.
- **Kind, warm, and brave**. You will care about others and not be afraid to make yourself vulnerable or admit mistakes when needed.

Desirable

- Can reflect thoughtfully and critically on the Project H mindsets, and identify their own strengths and areas for development in these areas. The Project H mindsets are:
    - Share ideas early, often and honestly
    - Embrace constructive disagreement
    - Value ideas, not ego
    - Be curious and open to new ideas
    - Focus on facts and reason

Special requirements

- Successful candidate will be subject to an enhanced Disclosure and Barring Service Check.
- Right to work in the UK.

- Evidence of a commitment to promoting the welfare and safeguarding of children and young people.
- Show a commitment and proactive approach to drive forward equality, equity, diversity and inclusion and to own personal development along with a positive attitude towards legislative developments and the provision of equitable services.