

Job Title:	Principal of Primary		
Department:	Education Department	Section:	Infant Junior School & Camp Education (IJS&CE)
Reports to:	Executive Head Teacher		
Grade:	Falkland Islands Government Grade - A	Job Code:	259P01
<p>The Infant Junior School and Camp Education is a 3-11 years school with approximately 320 pupils on roll. Teaching and learning at the school follows the Early Years Foundation Stage framework and National Curriculum for England, enhanced by local content. Children take internal assessment tasks at the end of Key Stage 2. The school includes small rural schools and a 'travelling teacher' service. The Infant Junior School and Camp Education is the only primary school for the civilian population in the Falkland Islands and has a critical role in securing outcomes for all primary aged pupils.</p>			
Overall Purpose of the Role			
<p>To provide inspirational leadership and management of primary provision in the Infant and Junior School and Camp Education. To build upon, embed and sustain significant improvements to ensure a sustainable future with good outcomes for all.</p>			
Key Role Activities			
<p>Strategic direction and school development</p> <ul style="list-style-type: none"> • Work with the Executive Head and Senior Leadership Team to promote and deliver the vision and direction for the School through the implementation of a range of well-planned strategies. • Ensure leadership has a decisive impact on the quality of teaching and students' achievements. • Be accountable for the outcomes and impact of strategies and initiatives in relation to: the quality of education; behaviour and attitudes; personal development; leadership and management and keeping students safe. • Responsible for communicating and embedding an ambitious and progressive vision and culture for the school. This will include leading by example, holding and articulating clear values and moral purpose, to focus leadership effort on providing excellent education for all students. • Responsible for setting the aims and objectives of the school and creating key school improvement documents (the SEF and the SIP). • Lead and effectively manage the School Leadership Team (SLT), TLR post-holders, and the Camp Education Manager. • Coordinate the development and implementation of all school policies to ensure that the school works towards a shared vision. • Responsible for leading, driving forward and delivering on the implementation of actions set out in the school improvement plan and curriculum team action plans. • Ensure the effective use of budgets and resources. • Responsible for building and developing positive relationships with all members of the school community, including School Governors, and managing effective public relations. • Responsible for ensuring that the strategies and initiatives developed for the school ensure students have the very best life opportunities to meet their current needs and beyond. <p>Systems and processes</p> <ul style="list-style-type: none"> • Responsible for the development and implementation of robust systems and processes that are well considered, efficient and fit for purpose which enable the efficient management of all aspects of the school. • Responsible for developing, implementing and leading a proactive recruitment process to anticipate and meet the school's workforce requirements. • Responsible for ensuring that there is a robust induction process in place and that appropriate support is made available to new staff during their first term. • Lead the annual performance review cycle for school staff. Proactively use this process to set and maintain standards of performance and conduct throughout the school. • Work with members of the Falkland Islands Governance Committee (FISGC), whose role it is to advise, review, challenge and support school leaders to ensure that the schools, Camp Education and Stanley House operate in the best interests of learners; including attending meetings, preparing reports and presentations, and facilitating visits. • Present a clear account of the school's performance and outcomes annually to the Education Board. 			

Job Title:	School Principal – Primary
Key Role Activities continued	
<p>Staff</p> <ul style="list-style-type: none"> Lead on supporting and monitoring teachers to meet standards set out in the Teachers Standards (England) framework. This includes instilling a strong sense of accountability in staff for the impact of their work on student outcomes and holding all staff to account for their professional conduct and practice. Provide impactful leadership which creates an ethos within which all staff are motivated and supported to develop their skills and knowledge, constantly striving for consistently high standards of education. Lead the monitoring of teaching and learning within the school, including formal observations, peer observations, collaborative development, book and planning scrutiny. Develop excellent teaching in the school through a continuing professional development (CPD) strategy, matched to the aims of the school improvement plan, and a culture of coaching and mentoring. Be a model exemplar of classroom practice to support staff development. Lead on LSA training programmes and evaluate impact. Effectively deploy resources and delegate projects to ensure all levels of the organisation are effectively contributing to student outcomes and school improvement. Maintain Safeguarding CPD to ensure members of staff are fully updated. <p>Curriculum</p> <ul style="list-style-type: none"> Design and implement a broad and balanced curriculum which meets the needs of all students in the Falkland Islands context; including the most able, those with SEND and those with English as an additional language. Regularly review the effectiveness of the work given to students in meeting the aims of the curriculum. Provide Curriculum Leaders with a framework to support the leadership of their curriculum areas. Lead the assessment and monitoring system in the school. Be accountable for the quality of the EYFS, KS1 and KS2 provision through robust use of meaningful data about student progress and outcomes; monitoring, evaluation and reporting to the Executive Head. Ensure members of the SLT have a framework of responsibilities to aid this process. Develop and lead effective processes to ensure that all students make optimal progress including where there is a barrier to learning, through clear and consistent systems and provision for all, actively promoting inclusion. Support relevant post holders to administer assessment tasks in line with assessment and reporting arrangements. Maintain an understanding of current educational theory and practice relating to students with special needs and disabilities; enable the SENCo to keep staff informed of developments through training initiatives. <p>Student</p> <ul style="list-style-type: none"> Provide a high standard of leadership to ensure a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and maintaining good behaviour for learning. Secure and sustain high aspirations for learning and progress of all students within the school, ensuring that all students achieve well, whatever their starting points or circumstances. Promote the spiritual, moral, social and cultural development of students. Develop and maintain strategies for school readiness in Early Years and a positive transition across Key stages and between Camp and Stanley, for students and parents. Report directly to the Executive Head and the School Governance Committee on a termly basis on student progress and impact of initiatives and ensure that the EH has full access to data on student progress, behaviour and standards in teaching and learning, and staff performance. Ensure that policies support positive behaviour and meet the needs of the schools and students. Be the designated safeguarding lead (DSL) for the school. In consultation with the Executive Head, take the lead in all safeguarding matters, including maintaining the Single Central Record; completion of related whole school documentation; staff development, liaison with Social Services; and providing reports to key stakeholders as required. To work effectively with the SENCo in order to implement appropriate approaches to SEND, promoting inclusion throughout the school. <p>General</p> <ul style="list-style-type: none"> Seek training and continuing professional development to meet own needs. Deputise for the Executive Head as necessary. To undertake any other reasonable duties that may be determined by the Executive Head, commensurate with the post. <p><i>The job description is not an exclusive or exhaustive definition of your duties. You shall undertake such additional or other duties as may reasonably be required by FIG commensurate with your role and grade.</i></p>	

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Criminal Record Checks: (This post is regarded as a sensitive post)	
<p>All applicants for Government posts will be asked to disclose convictions upon application. Criminal records will only be considered for recruitment purposes when the conviction record is relevant. Having an 'unspent' conviction will not necessarily bar a candidate from employment. This will depend on the circumstances and background to the offence(s).</p> <p>Any information given will be completely treated as confidential and will be considered only in relation to the post to which the application refers.</p> <p>Failure by a candidate to reveal information that is directly relevant to the post applied for could lead to the withdrawal of an offer of employment.</p>	

Person Specification:	School Principal – Primary		
Criteria	Essential	Desirable	Assessment Method
Knowledge, Skills & Experience			
Recent whole school senior leadership experience (UK curriculum)	✓		A / I / R
Minimum of 8 years successful school leadership and management experience (Deputy or Headteacher / Principal)	✓		A / I
Can demonstrate evidence of successful change management	✓		A / I / R
At least 10 years successful post qualification primary teaching experience	✓		A / I
Deep knowledge and experience of school self-evaluation and developmental planning	✓		A / I / R
Deep knowledge of current educational pedagogy, particularly of the English National Curriculum and assessment schemes	✓		A / I / R
Knowledge and experience of effective leadership and inclusive management of student behaviour	✓		A / I / R
Knowledge and experience of effective leadership and management of SEND provision	✓		A / I / R
Evidence of successfully innovating curriculum development	✓		A / I / R
Deep understanding of the characteristics of good and outstanding teaching; accurately judge the quality of teaching, able to give specific and constructive feedback to support others to improve	✓		A / I / R
High level of ICT competence	✓		A / I
Effective communication and interpersonal skills	✓		I
Experience of effectively managing school finances	✓		I / R
Ability to analyse multiple data sources, make connections, prioritise issues, and plan actions accordingly to work towards whole school goals	✓		A / I / R
Ability to lead high quality CPD focused on school improvement and raising standards by methods such as modelling practice, coaching, mentoring and delivering in-service training	✓		A / I / R
Ability to set clear expectations and parameters within which to hold self and others accountable for performance and conduct	✓		I
Ability to use systems and resources efficiently and effectively to achieve the school's goals and in a way that maximises performance	✓		I / R

Person Specification:	School Principal – Primary		
Criteria	Essential	Desirable	Assessment Method
Personal Attributes:			
Demonstrates alignment with FIG's core values: Diverse, Professional, Resilient & Resourceful and the values of the Falkland Islands Schools: Respect, Resilience and Curiosity	✓		I / R
An inspirational leader who can unite stakeholders around shared goals and objectives	✓		I
Values a team approach, can build a collaborative culture	✓		I
Committed to achieving the best outcomes for all students and promoting the ethos and values of the school	✓		I
Has a clear vision of the central importance of leading teaching and learning in order to drive school improvement	✓		A / I
Solutions focused; a creative and innovative educationalist	✓		I
Commitment to safeguarding, equal opportunities and inclusion	✓		I / R
Maintains confidentiality and respectful of others' views	✓		I / R
Calm, emotionally resilient, effective under pressure	✓		I
Decisive; able to negotiate, prioritise and delegate effectively	✓		I
Able to develop and sustain appropriate internal and external relationships	✓		I / R
Aware of the requirements of living and working in a small community	✓		I
Qualifications & Training			
To be a primary teacher with Qualified Teacher Status (recognisable in UK)	✓		A
National professional qualification for headship (NPQH) or higher degree / equivalent level school leadership training	✓		A
Evidence of recent and relevant CPD in preparation for or within headship	✓		A
Evidence of training in Safeguarding and Child Protection of an appropriate level to be the Designated Safeguarding Lead (DSL) person in school (if not, then prepared to train to be the DSL)	✓		A/I
Active driving licence	✓		A
Note to Applicants: Please ensure that you demonstrate your ability to meet the requirements of the job in your application form by giving clear, concise examples of how you meet the criteria.			

Method of assessment: A - Application Form I - Selection Interview R – Reference O - Other