

Role Profile			
Role	Principal	School	
Direct Reports	Senior Leadership Team members	Reporting To	Governing Board
Role Purpose			
To lead and manage the delivery of outstanding educational provision, ensuring a high-quality education for all students, with continual improvement in student attainment through effective leadership and management of school activities. The Principal is responsible for managing the overall success of the school, in accordance with regulatory, budgetary, quality and Group standards, aligned with the direction and commercial expectations of stakeholders and Governing Board This role profile sets out the priorities and scope of the role but is not intended to specify all specific duties. This would not be appropriate or indeed possible given the senior nature of the position.			
Key Accountabilities			
1. Strategic Leadership • Provide inspiring and purposeful leadership for all staff and students. • Ensure continuous improvement is achieved through the development and implementation of an ambitious School Development Plan, delivering upon measurable targets for improvement and growth. • Work with the Governing Board, staff, parents and students to develop and maintain a vision, ethos and value statement for the school, which is fulfilling and engaging for staff and students. • Ensure the delivery of fulfilling curriculum, timetabling, and extra-curricular programme, which supports the vision and mission of the school. • Monitor and evaluate the performance of the school, quality of teaching and learning and student outcomes and progression, reporting to Orbital Education as set out in the Governance Policy. • Work with the marketing and admissions, finance, HR and administration functions support the core mission of the school, and that physical facilities are fit for purpose. • Work collaboratively with Head Office colleagues, other Orbital Education schools and external experts, to implement and share best practice, support group-wide initiatives and improve academic outcomes. • Represent the school in the local community, maximising opportunities to develop relationships which promote the school, developing the brand, reputation, awareness, and respect within the community. 2. Teaching and Learning • Create an environment which promotes excellent teaching, effective learning, and high standards of achievement and behaviour. • Ensure relevant policies, procedures and systems are in place to support teaching and learning. High standards and expectations should pervade across all policies to ensure standards are embedded, implemented, and maintained. • Monitor, evaluate and improve student achievement using assessment data to inform successful classroom practice and improve attainment. • Implement and maintain effective systems which utilise data to inform successful classroom practice, manage staff performance and challenge and motivate colleagues to drive and achieve high standards and maximum attainment for students. • Provide challenge, feedback and guidance, both directly and indirectly, to motivate colleagues to maintain and drive teaching and learning standards and attainment. • Work with the Chief Technology Officer and Group Head of IT Operations to promote the virtual learning environment and other technologies, assuring the integrity of student management information systems to enhance Teaching and Learning. • Maintain effective partnerships with colleagues, parents, key stakeholders and the wider community to support and improve student achievement, enrolment and personal development, utilising all communication platforms. 3. Operational Management • Ensure the safety and welfare of students and staff through effective approaches to safeguarding / duty of care. • Ensure that staffing and resourcing levels are appropriately managed to meet the needs of the curriculum and students, drive quality outcomes and deliver value, including planning for continuity and succession.			

- Plan, allocate, support and evaluate work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Promote and monitor ongoing professional development of self and staff, including the induction of new teachers, ensuring Continuing Professional Development opportunities drive value, develop key roles and support individuals to realise their potential.
- Hold staff to account, setting stretching targets and expectations for all senior leaders and ensuring this is replicated to middle leaders and all staff through accurate and timely performance management processes.
- Work closely with the Regional Head of Schools, representing the Governing Board, and other Head Office colleagues on all aspects of governance, reporting and development.
- Work with Orbital Education and other schools within the group to implement group-wide initiatives in assessment, education technology, curriculum, and development, which support school and group goals.

4. Managing Resources and Commercial success

- Develop budgets with Regional Head and Group CFO which prioritise and plan allocation of resources in line with financial expectations, KPIs and the school's core mission.
- Engage the school community in the systematic self-evaluation of the work of the school, to inform school improvement priorities in the context of Orbital Education group policy for external accreditation.
- Work with the Group Director of Marketing and Admissions to develop the profile of the school, grow enquiries, enrolments and promote retention, in line with agreed expectations in Annual Marketing Plans.
- Operate appropriate financial control processes and procedures in line with the Delegation of Authorities Manual, in order to manage resources efficiently and effectively and deliver value, aligning with commercial expectations without compromising on quality.
- Provide regular reports to Orbital Education which analyse, monitor and review key metrics, providing insights, opportunities and suggested actions to drive quality and growth.

5. Safeguarding and Safer Recruitment

- Ensure that the highest levels of Safeguarding, Child Protection and Safer Recruitment are adhered to, and that relevant policies and procedures are fully, understood, embedded and implemented by all staff.
- Ensure compliance with Orbital Education's safeguarding and safer recruitment policies, including ensuring compliance with all relevant background checks.
- Oversee the responsibilities of the Designated Safeguarding Lead, including the management and investigation of all allegations and complaints, escalating issues to relevant authorities as appropriate.
- Ensure that sufficient time and other resources are allocated to Safeguarding and Child Protection training as mandated by Orbital Education, and for the discharge of responsibilities of the Designated Safeguarding Lead.
- Ensure that the school environment is safe, calm, and well-ordered for staff and students alike, with a focus on safeguarding students, and developing exemplary behaviour within the school and wider community.
- Monitor and ensure quality assurance in respect of reporting, documentation, compliance, Health and Safety, curriculum, whistleblowing, etc.

Person Specification

Skills, Knowledge, and Experience

Essential

- Qualified Teacher Status, degree educated (or equivalent).
- Safeguarding and Safer Recruitment trained.
- Experience as a Senior Leader (3-5 years) in the UK or in an International School
- Relevant and up to date experience of developing and delivering a curriculum for students of all ages, based upon the National Curriculum for England; International Baccalaureate; Cambridge Curriculum; US/AP curriculum, or other curriculum (please specify)
- Experienced in promoting and delivering excellence and outstanding outcomes in teaching and learning.
- Experience of developing and implementing a School Development plan, demonstrating measurable improvement.
- Experience of understanding marketing strategies for school promotion and student recruitment.
- Computer literate and able to use a range of Windows Office applications, including basic spreadsheet skills.
- Understanding of basic financial and marketing concepts, with knowledge of HR processes and best practice.

Desirable

- NPQH or other recognised advanced education leadership qualification.
- Commercial education experience in a corporate environment.
- Experience of leading more than one curriculum e.g. UK and IB.
- Experience in working with external accreditation e.g. BSO, COBIS, OFSTED, CIS

Competencies

- **Articulate and a Strong Communicator:** Able to compellingly communicate with others both in writing and in person, to communicate the school's vision, drive strategic leadership, and empower all students and staff to excel.
- **Strong Leader:** Able to build and maintain a range of internal and external stakeholder relationships to obtain buy-in and which develop the brand of the school and Group.
- **Accountable and Leads by Example:** Takes ownership and responsibility for own decisions, empowering others to achieve and holding them to account. Delivers difficult messages in an open, transparent way, acting with integrity.
- **Commercially astute:** Strong commercial awareness in an educational setting, able to demonstrate financial awareness set out in Orbital Education's Group Governance Policy. Results focused, able to deliver against budget.
- **Manages Risk:** Ability to assess areas of highest risk and build plans to address, which challenge the status quo.
- **Analytical and creative:** Able to draw on their own expertise and skills, and that of those around them, with strong decision-making skills and critical thinking and an ability to make robust risk and evidenced based decisions.
- **Adaptable:** Able to operate in a highly diverse cultural environment, adapting to new environments, different cultures and mindsets, exhibiting a range of practices, assumptions and beliefs.
- **Resilient:** Demonstrates resilience in response to challenge, proactively seeking improvement and solutions.
- **Interculturally Competent:** An ability to understand cultural differences, communicate with sensitivity and adapt behaviours to bridge cultural gaps