

Job Description

Trinity Catholic School

Job Title:	Principal
Responsible to:	Director of Education
Responsible for:	All staff
Job Purpose:	<p>Principal Supporting the above to provide professional leadership and management for the school. Promoting a secure foundation from which to achieve high standards in all areas of the school's work. Lead on the daily operational aspects of leadership and management including responsibility for monitoring standards; teaching; behaviour and health & safety.</p> <p>Safeguarding The principal will take lead responsibility for safeguarding and child protection across the school (including online safety). They will take part in strategy discussions and inter-agency meetings and contribute to the assessment of children.</p> <p>They will advise and support other members of staff on child welfare, safeguarding and child protection matters and liaise with relevant agencies such as the LA, Social services, and the police.</p>
Salary:	Leadership L20 – L26
Hours:	Full time – Permanent

Key Areas of Responsibility

Catholic life and Mission

Draw on the person, life, and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff, and all other members of the community. The vision should explore Gospel virtues and values, moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

The vision must reflect its distinctive Catholic character, in accordance with the provisions of the Diocesan Trust Deed, based on what it means to be fully human as revealed in the person, life and teachings of Jesus Christ.

1. Creating the Vision

1.1 The Principal working with the Executive Principal, is expected to draw on the person, life, and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff, and all other members of the community. The vision should explore Gospel virtues and values, moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

Actions

- Ensure the vision for the school is clearly articulated, shared, understood, and acted upon effectively by all.
- The vision must reflect its distinctive Catholic character, in accordance with the provisions of the Diocesan Trust Deed, based on what it means to be fully human as revealed in the person, life and teachings of Jesus Christ.

- Work within the school community to translate the vision into agreed objectives and operational plans, which will promote and a self-improving school system.
- Establish a commitment amongst pupils, staff, and parents to the school's mission in partnership with the governing body and through personal conviction.
- Demonstrate the vision and values in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.
- Create a distinctively Catholic ethos that is inclusive and applies Catholic values, attitudes, and practices in all aspects of school life, and that life is lived explicitly and consciously in the presence of God.
- Ensure there is planned worship, and appropriate liturgy in accordance with the rites, practices, discipline, and liturgical norms of the Catholic Church.
- Ensure creativity, innovation, and the use of appropriate new technologies to achieve excellence.
- Ensure that the strategic planning takes account of the diversity, values and experience of the school and community at large.

2. Leading Teaching and Learning

- 2.1 In a Catholic school the search for excellence is expressed in learning and teaching, which responds to the needs and aspirations of all its pupils and acknowledges their individual worth as children of God.
- 2.2 Principal should support the Executive Principal for raising the quality of teaching and learning and for pupils' achievement. This implies enabling pupils to achieve their God-given potential, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

3 School Improvement

- 3.1 In support the Magnificat School Improvement team in the continuation of the work through the DfE TSIO, NLEs and DfE Behaviour Hub through leading and deploy NLE and SLE support where required.
- 3.2 To continue to support the other secondary schools within the academy when required.
- 3.3 To fully implement the Magnificat MER calendar.

4. School Culture

- 4.1 Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- 4.2 Ensure a shared strategic direction that creates a culture in which staff and students experience a positive and enriching school life.
- 4.3 Ensure that the Multi-Academy's vision and values are visible and embedded in the ethos of the school.
- 4.4 Uphold and deliver ambitious education standards to prepare students for the next phase of their education and later life.

Actions

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.

- Secure high quality religious education for all pupils in accordance with the teachings and doctrines of the Catholic Church.
- Ensure high quality Personal, Social, Cultural, Moral and Values Education in accordance with the teachings and doctrines of the Catholic Church.
- Ensure quality provision for pupils' spiritual, moral, social, and cultural education in line with the distinctive Catholic nature, purposes and aims of the school.
- Establish creative, responsive, and effective approaches to learning and teaching.
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development and further the distinctive Catholic nature, purposes and aims of the school.
- Develop effective links with the parish and wider Catholic community, including local partnership arrangements, to extend the curriculum and enhance teaching and learning.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies that secure high standards of behaviour and attendance.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Work with Executive Principal to challenge leaders and staff on pupil performance and progress.

5. The Self-Improving School System and Working with Others

- 5.1 In a Catholic school the role of Principal is one of leadership of a learning community rooted in faith. The Principal's leadership should take Christ as its inspiration. The Principals' management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God.
- 5.2 The Principal must manage themselves and their relationships well. Leadership is about building a professional learning community, which enables others to achieve their potential as a child of God. Through performance management and effective continuing professional development practice, the Principal should support all staff to achieve high standards.
- 5.3 To equip themselves with the capacity to deal with the complexity of the role and range of leadership skills and actions required of them, Principal should be committed to their own continuing professional development.

Actions

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture consistent with the Catholic Life and Mission.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction (including understanding the nature of the school as a Catholic community), professional development and performance review.
- Ensure effective planning, allocation, support, and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.

- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets, and take responsibility for own personal development.
- Manage own workload and that of others to allow an appropriate work/life balance.

6. Creating Systems and Processes to Manage the Organisation

- 6.1 In a Catholic school all deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the school's mission.
- 6.2 The Principal should support the Executive Principal to provide effective systems and processes which are fit for purpose, and which uphold the principles of transparency, integrity, and probity. The Principal should support the Executive Principal to build a successful organisation through effective collaboration with others.

Actions

- Ensure that, within the Catholic ethos, policies and practices take account of national and local circumstances, policies, and initiatives.
- Support with the recruitment, retaining and daily deployment of staff appropriately and manage their workload to achieve the vision and goals of the school, implement rigorous and fair systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve, and valuing excellent practice.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality, and use of all available resources is monitored, evaluated, and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.

7. Building Community

- 7.1 In a Catholic school there is a special relationship with the parish and the church, as well as the local community with its distinctive social context.
- 7.2 The Principal should support the Executive Principal to collaborate with other schools to share expertise and bring positive benefits to their own and other schools. Supporting the Executive Principal with working collaboratively at both strategic and operational levels with parents, carers and across multiple agencies for the well-being of all pupils. The Executive Principal shares responsibility for leadership of the wider educational system and should be supportive of a self-improving school system.

Actions

- Build a school culture and curriculum, based on Gospel values and the teachings of Jesus Christ and the Catholic Church, which takes account of the richness and diversity of the school's communities.
- Build a relationship with the local church and parish communities, seeing participation in the celebration of the Eucharist as a crucial point of reference and stability.

- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community and promote commitment to serving the common good and communion with the wider world.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, religious, spiritual, moral, social, emotional, and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers, as the prime educators, to support and improve pupils' growth in the knowledge and love of God and neighbour, their achievement and personal development.
- Seek opportunities to invite parents and carers, the parish, community figures, businesses, or other organisations into the school to enhance and enrich the school as a faith community and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children.
- Oversees parental communication including afterschool enrichment.

8. Safeguarding Children & Safer Recruitment

8.1 This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

Actions

- The Principal will be responsible for all safeguarding and monitoring and will support the Executive Principal to ensure that the policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed disclosure policy.

Working with staff and other agencies

- Act as a source of support, advice, and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Inform the Executive Principal of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.

- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Executive Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
- Knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced.
- Identifying the impact that these issues might be having on children's attendance, engagement, and achievement at school.

The above includes:

- Ensuring the school knows which children have or have had a social worker, understood their academic progress and attainment, and maintained a culture of high aspirations for this cohort.
- Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential.

Other

- Registered with GIAS and Ofsted
- Maximum 20% teaching commitment
- To maintain personal and professional development to meet the changing demands of the post, participating in appropriate training activities.
- To always support the Catholic ethos of the school/Multi Academy Company by promoting the agreed vision and aims and setting an example of personal integrity and professionalism.
- To adhere to the schools' and academy policies
- Other duties as may be determined from time to time within the general scope of the post. Duties and responsibilities outside of the post will only be required with the agreement of the post holder.

The MAC reserves the right to require you to work at such other place or places as it may reasonably require from time to time subject to the provision of reasonable notice.

Whilst every effort has been made to explain the main duties and responsibilities of the post, this job description is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post-holder's professional responsibilities and duties, all individual tasks undertaken may not be identified.

This job description is current at the date shown, but, in consultation with you, may be changed by the Executive Principal to reflect or anticipate changes in the job commensurate within the grade and job title.

Signed: _____

Date: _____