



Principal Job Description

Position	Principal
Responsible to	Chief Executive Officer (CEO)
Key Relationships	CEO, CFOO, Head of Governance and Policy, Principals, DfE Regional Directors and Ofsted
Grade	Competitive
Accountability	The postholder is accountable to the Director of Education
Location	Stroud, Gloucestershire

Purpose/Overall Objective
<ul style="list-style-type: none"> To provide vision, dynamic and professional leadership for Callowell Primary School, building on success and improvement to date to ensure high quality and enriching education for all its pupils. To inspire, challenge, motivate and empower all members of the school community to contribute and carry the vision forward. The Principal will have core responsibility for: Teaching and learning, curriculum development, developing teaching staff and creating a culture of safety and happiness within the academy. They will oversee and have responsibility for operational management of the academy, including: estates management and support staff line management. The Principal will be supported with IT and budget services by the Trust. To manage the school's resources effectively and creatively and cultivate a safe environment that secures and promotes the highest achievement of both pupils and staff. To promote the school in the wider community, building strong partnerships with parents and carers to support pupils' achievement and personal development. Principals will work with other CBAT academies within the region and Trust, to enable and support the sharing of good practice within the Trust, with a strong focus on the quality of teaching and learning. The Principal is accountable to CBAT's Trustees and is responsible for creating a productive learning environment which reflects CBAT's core values.
Accountabilities
<ul style="list-style-type: none"> Carrying out duties in line with the conditions of employment as set out in the current Teachers' Pay and Conditions document, the National Standards of Excellence for Headteachers and the policies and procedures of the Governing Body. The Principal is accountable to CBAT's Trustees and is responsible for creating a productive learning environment which reflects CBAT's core values.
Strategic Direction and Shaping the Future
<ul style="list-style-type: none"> Work with the Governing Body and the Trust, to develop a strategic view for the school in its community and analyse and plan for the future needs and further development of the school within the local, national and international context. Work with the Governing Body and other key stakeholders to ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.



- Work within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
- Demonstrate the vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive environment.
- Ensure creativity, innovation and the use of appropriate new techniques and technologies to achieve learning excellence.
- Ensure that strategic planning takes account of the diversity, values and experience of the school and community at large.
- Lead in formulating, implementing, monitoring, evaluating and reviewing policy and practice together with the Governing Body.
- Maintain a keen awareness of developments in education, teaching, and learning to ensure that the school is able to meet current and future requirements and resources are secured.

Leading Learning and Teaching

- Ensure a consistent and continuous school-wide focus on pupil's achievement, using data and benchmarks to monitor the progress of every child's learning.
- Ensure that the curriculum is regularly reviewed, evaluated and updated, taking account of local and national initiatives, policies and statutes.
- Ensure that learning is at the centre of strategic planning and resource management.
- Establish creative, responsive and effective approaches to learning and teaching.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrates and articulate high expectations and set challenging targets for the whole school community.
- Implement strategies which secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- Monitor, evaluate and review classroom practice and promotes improvement strategies.
- Develop middle and senior leaders to support school improvement and develop a sustainable school.
- Challenge underperformance at all levels and ensures effective corrective action and follow up is undertaken in line with current policy.
- Take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of pupils.
- Communicate and work closely with families directly and via the staff team to ensure that learning is supported at home.

Developing Self and Working with others

- Regularly review own practice, set personal targets, and take responsibility for own personal development by participating positively in the arrangements made for the appraisal of Principal performance.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledges the responsibilities and celebrates the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory.



- Build a collaborative learning culture within the school and actively engage with other schools in the Trust and beyond to build effective learning communities.
- Manages workload and that of others to allow an appropriate work/life balance.
- Review annually the professional development of all staff at the school and report progress, actions, and recommendations to the governing body.

Managing the Organisation

- Work with the Trust and governors to maintain an organisational structure that reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, impact-focussed, evidence-based improvement plans and policies for the development of the school and its facilities.
- Manage the school's financial and human resources effectively and to achieve the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately and manages their workload to achieve the vision and goals of the school.
- Work with the Trust and governors to ensure that the school operates efficient and effective financial and administrative procedures, setting appropriate priorities for expenditure, allocating funds and ensuring effective financial control, in accordance with the requirements laid down by the Trust.
- Manages and organises the school environment efficiently and 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.

Securing Accountability

- Fulfil commitments arising from contractual accountability to the Trust.
- Develop a school ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including Trustees, Governors, parents and carers.

Strengthening Community

- Build a school culture and curriculum that takes account of the richness and diversity of the school community.
- Ensure learning experiences for pupils are linked into and integrated with the wider community and that there are a range of community-based learning experiences.
- Actively engage with Trust, with other schools within and beyond the Trust, and with educational partnerships to support joint learning, share best practice, and extend available resources and training.
- Create and promote positive strategies to promote single equality and challenge any prejudice.
- Collaborates with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich its value to the wider community.



Safeguarding

The Principal will be accountable at Callowell School for:

- Ensuring that Callowell School is safe for all students and staff.
- Actively promoting the health and wellbeing of all students and expecting all staff and volunteers to share and demonstrate this commitment.
- Ensuring that the school complies with any local safeguarding arrangements.
- Ensuring that safeguarding policies and procedures are compliant with the current version of Keeping Children Safe in Education (DfE) and that these are fully understood and implemented by all staff.
- Actively promoting the safeguarding and wellbeing of students and staff whilst on the school site and when involved in school activities.
- Have responsibility and oversight of the schools SCR which is delegated to a responsible person.

Health and Safety

- Ensuring the school provides a safe environment for students, staff and visitors and maintains a detailed risk register.
- Making arrangements as required for the security, maintenance and effective supervision of the school buildings, contents and grounds.
- Managing the site to ensure all health and safety requirements are met in full.
- The post holder must carry out their duties with full regard to the CBAT's Health & Safety Procedures.
- The post holder will be subject to performance objectives agreed and reviewed annually.
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The post holder may be required to carry out other duties and responsibilities in keeping with the nature of this post as directed by and agreed with the Trustees. Whilst every effort has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail.

Equal Opportunity

CBAT is committed to equal opportunities in employment and welcomes applications irrespective of gender, race, disability, colour, ethnic origin, nationality, sexual orientation, gender identity, marital status, religion, trade union activity, age, and/or medical conditions. The Principal will have responsibility for overseeing the compliance with the General Data Protection Regulation (GDPR), in conjunction with the Trust's Data Protection Officer.

Safeguarding children and young people

CBAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

Other Duties:

The duties and responsibilities in this job description are not restrictive and the post holder may be required to undertake any other duties which may be required from time to time. Any such duties should not however substantially change the general character of the post.

The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.



This job description and person specification will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

Compiled by:	Revision Number
Approved by:	Revision Date ____/____/____

Signed:

Signed: Chief Executive Officer

Date:



Principal - Person Specification

Criteria		(E) Essential (D) Desirable	Method of Assessment A – Application C – Certificate I – Interview R – References
Qualifications and experience			
*Qualification evidence will be requested at arrival if shortlisted for interview			
1	Graduate with Qualified Teacher Status	(E)	A/C
2	Further relevant post graduate study or NPQH	(D)	A/C
3	A desire to pursue the NPQH qualification if not already achieved	(D)	A/I
4	Evidence of Continuous Professional Development relevant to the post	(E)	A
5	Substantial successful leadership experience in a senior role in primary school(s)	(E)	A
6	Leadership experience across KS1, KS2 and EYFS	(D)	A
7	Direct experience of: <ul style="list-style-type: none"> Safeguarding and promoting the welfare and wellbeing of pupils School strategic development planning and self-evaluation Raising standards in learning and teaching and improving outcomes Recruiting and developing skilled and effective teams throughout the school Effective change management 	(E)	A/R/I
8	Development of effective and sustainable relationships, respect and credibility working with key stakeholders including staff, pupils, families, Governors, other schools, the wider community and other external partners and organisations	(E)	A/I
9	Experience of effective management of people and financial resources	(E)	A/I
10	Experience of managing change successfully, encouraging innovation and empowering others to carry the vision forward	(E)	A/I
Qualities and knowledge			
11	Having vision and ambition with the ability to think and work strategically. Able to build and communicate a coherent vision of excellence and equality, empowering all pupils and staff to contribute and excel.	(E)	I
12	Recent evidence of planning and leading whole school improvement initiatives and policies which have a demonstrable impact on pupils' attainment.	(E)	A/I
13	Ability to demonstrate a secure understanding of the relationship between self-evaluation, performance	(E)	A/I



Criteria		(E) Essential (D) Desirable	Method of Assessment A – Application C – Certificate I – Interview R – References
	management, Continuing Professional Development and sustained school improvement.		
14	Knowledge and understanding of and ability to respond to current educational policies and practices including statutory requirements and the legal framework in which schools operate. Knowledge of national trends that could impact upon the school.	(E)	A/I
15	Vision to lead on continuous site development, working with the Trust and Governors to bid for external grants to continue to deliver a modern, fit for purpose and effective environment to support the vision and objectives of the school.	(D)	A/I
16	The ability to think creatively and imaginatively to anticipate and solve problems and identify opportunities and then to make decisions based on analysis, interpretation and understanding of relevant data and information	(E)	A/I
17	Knowledge and understanding of the OFSTED framework and the ability to make informed use of inspection and research findings.	(E)	A/I
18	The ability to deal sensitively with all stakeholders in a wide range of situations and resolve conflicts with empathy	(E)	R/I
Pupils and Staff			
19	A practitioner and role model with a clear understanding of good and outstanding learning, teaching and assessment. Track record of the professional development of teams and staff to raise the quality of teaching to improve outcomes.	(E)	A/I
20	Commitment to provide a rich and varied curriculum to meet the needs of all pupils.	(E)	A/I
21	Ability to develop, empower and support individuals and teams, to recognise and promote excellence and the skills and resilience to challenge poor performance across the school.	(E)	I
22	Commitment to and ability to implement an ethos of the highest standards of pupil behaviour, standards and welfare.	(E)	I
23	Ability to implement strategies to celebrate diversity and to ensure inclusion, access and equality of opportunity so that all pupils achieve their full potential.	(D)	I
Systems and process			
24	Demonstrate the use of data analysis for evaluation of the school performance, statutory reporting and to support accountability through performance appraisal	(E)	A/I
25	Financial awareness and ability to understand, plan and manage a budget, with experience of making effective use of resources including the Pupil Premium and PE Grants.	(D)	A/I



Criteria		(E) Essential (D) Desirable	Method of Assessment A – Application C – Certificate I – Interview R – References
26	Commitment and proven experience of effectively implementing procedures for safeguarding and promoting welfare of pupils and staff.	(E)	A/I
27	Ability to develop and maintain effective relationships with the Chair of Governors and Governing Body to ensure effective governance and successful implementation of the Governing Body's responsibilities.	(E)	I
28	Effective people management capabilities including the understanding of the role of appraisal, staff development and school improvement.	(E)	I
Self-improving school system			
29	An understanding of, and sensitivity to the needs of all members of the school and the wider community. The ability to build trusting relationships and inspire commitment to support the academic, spiritual, moral, social and cultural development of our pupils.	(E)	A/I
30	Ability to engage the school community in systematic and rigorous self-evaluation combining the outcomes of this with external evaluations to support continuous development of the school.	(D)	I
31	Commitment to collaborative working both internally, through the Trust, and with other schools to improve outcomes. The ability to develop opportunities, initiatives and partnerships to derive maximum benefit for the school and its stakeholders.	(D)	I
32	An understanding of the role of the school within a multi academy trust and how wider accountability frameworks operate.	(D)	I
Personal Qualities			
33	Passionate about education, inclusion and success for all. Leading by example with enthusiasm, sensitivity and integrity to inspire, motivate and generate trust in others and the ability to build and develop teams across schools.	(E)	A/I
34	Excellent communication (oral and written) and interpersonal skills across a range of audiences and individuals with the ability negotiate and consult effectively	(E)	A/I
35	Have personal impact and presence conveying authority, confidence, approachability, warmth and humour.	(E)	I
36	Ambitious, driven and resilient with the ability to generate commitment and develop strong teams to manage change effectively	(E)	I
37	An outward facing leader with the character to challenge the status quo and seek innovative solutions	(E)	A/I



National Standards of Excellence for Headteachers (2020)

1. School culture

Headteachers:

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Ensure effective use is made of formative assessment

3. Curriculum and assessment

Headteachers:

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Headteachers:

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- Implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Headteachers:

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities



- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Headteachers:

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

Headteachers:

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding¹, as part of the duty of care
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- Ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Headteachers:



- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- Establish and sustain professional working relationship with those responsible for governance
- Ensure that staff know and understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties